STIRLING SCHOOLS

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Curriculum Handbook

No.: SS-H011

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1. Stirling Schools Curriculum Overview

The Stirling Schools group believes that every student has the ability and the right to learn. Our curriculum provides positive support for students to achieve their goals by teaching them to take responsibility for their own learning.

The curriculum provides opportunities for an intellectual challenge, for the development of appropriate cultural and universal values, for developing social skills, and for the fostering of the students' physical development, all of which will assist them in leading healthy and productive lives.

Our curriculum has three main characteristics:

Diversity: We have designed our curriculum to fit a diverse learning environment in which students can discover their own individual capacities and interests.

Challenging: Our curriculum offers more than just the teaching of core subjects. It includes the teaching of a foreign language, activities and projects, national and international assessment possibilities, technology, robotics, brain games, and values teaching.

Dynamism: Our curriculum is a dynamic program which is reviewed and updated annually for each section on our Curriculum Development Day, an event which is organized with the participation of our Heads of Department

and educational experts, and where feedback from students' surveys is also included.

2. A coherent education model with a digitalized curriculum framework

We implement a coherent education model globally with a strong digital curriculum, supported by excellent teaching and the latest technology.

Our **coherent curriculum model** is an aligned curriculum that refers to an academic framework that is

(1) coherently sequenced and deliberately designed to facilitate learning,

(2) free of academic inconsistencies and pointless redundancies, and

(3) aligned and well-organized across lessons, courses, subject areas, and grade levels

We focus in depth on the use of the latest digital innovations and the most advanced technology in order to maximize the content delivery offered by our educators to our learners.

3. International Standards in Curriculum

Stirling Schools offer their students international educational traditions, as well as the benefits of access to the rich culture and heritage of Iraq and Kurdistan.

Stirling Schools collaboratively develop and continue to implement rich curricula based on clear measurable learning goals. The curricula for the core subjects are aligned to the quality international standards within ***Cambridge Curriculum Framework*** for primary and secondary level; and **American Common Core** standards for high school level in international schools. Curriculum guides contain learning objectives that are aligned to the standards and teachers use them to plan their daily instruction in the classroom. The curriculum is endorsed with rich and various online resources and materials in technologically equipped classrooms and laboratories.

Stirling Schools offer a rigorous, well-balanced course of study. Educational materials used are selected for their viability in the international standards and adaptability to the local environment.

Cambridge Curriculum Framework

The Cambridge framework provides curricula for the key subjects of English, Mathematics and Science. Other subjects are based upon national curricular frameworks and standards within Ministry of Education's regulations.

The curriculum sets clear learning objectives and focuses on developing knowledge and skills in key subjects, providing excellent foundations for the next stage of education.

The Cambridge Curriculum framework is endorsed with physical and digital resources, tools, and platforms such as Cambridge LMS, CambridgeOne Presentation Plus, and Elevate.

Common Core Standards and Next Generation Science Standards

High School stages of international schools under Stirling Schools offer a curriculum aligned with Common Core Standards and Next Generation Science Standards for the key subjects.

The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.

The Next Generation Science Standards (NGSS) are K–12 science content standards. Standards set the expectations for what students should know and be able to do. The NGSS are American educational standards developed to improve science education for all students.

Common Core Standards and NGSS prepare students with the skills for the Scholastic Aptitude Test (SAT) for college admission.

4. A balanced curriculum that suits local contexts, culture, and national ethos

Stirling Schools educational standards meet the requirements of local contexts, culture(s), and national assessments.

Stirling Schools believe in mother tongue education as a fundamental element of the foundation of learning. We support the teaching of the mother tongue by way of activities dedicated to enhancing the use of the students' first language.

Curricula for Social Studies aims to promote civic competence—the knowledge, intellectual processes, cultural and socio-cultural awareness, self respect, and dedication to national and traditional values required of students to be active and engaged participants in public life.

Thus, Stirling Schools educational standards combine modern science, universal ethics, while being dedicated to traditional values.

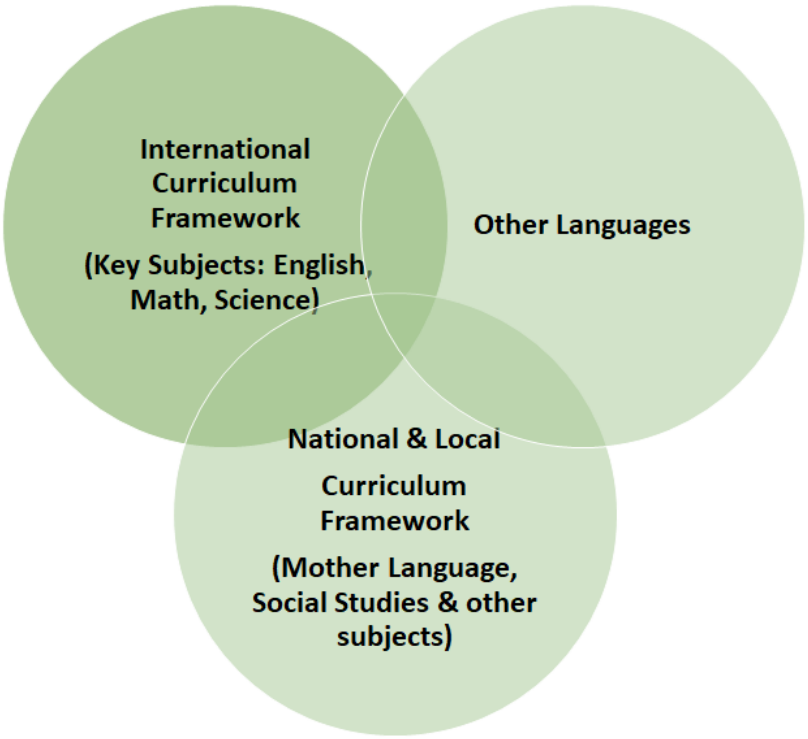

Figure 1. Stirling Schools Curriculum Framework

5. Curriculum Development

Dynamism is one of the three main characteristics of Stirling Schools curriculum. Our curriculum is a dynamic program which is reviewed and updated periodically and annually for each section through effective collaboration of Stirling Schools educational leadership and review of feedback from faculty members, students, and parents.

Stirling Schools curriculum development model is a planned, purposeful, progressive, and systematic process in order to create positive improvements in the educational system. Throughout the process, our educational leadership and curriculum development teams evaluate and make decisions about ***learner profiles, learning outcomes, content, teaching methods and strategies, and assessment.***

Stirling Schools curriculum development process proactively acknowledges the shifts in learner profiles and society's needs in a rapidly changing world. Therefore, innovative teaching techniques and strategies are developed in order to improve student learning experience.

Stirling Schools Educational Leadership and Curriculum Development Teams

Our educational leadership is based on the active and efficient involvement of teachers, school heads of departments, school education coordinators, district/city education coordinators and heads of departments, Stirling Schools Board of Education, and education advisors and external experts and consultants in education.

Curriculum development teams meet weekly, monthly, per semester, and annually to improve, update, and redesign the dynamics of the curricula.

Stirling Schools Curriculum Development Model and Steps

Our educational leadership and curriculum development teams ***design the curricula*** considering learner profiles, learning outcomes, content, teaching methods and strategies, and assessment.

Curriculum planning is based on this design through workshops and meetings. Curriculum planning involves the implementation of different types of instructional strategies and organizational methods that are focused on achieving optimal student development and student learning outcomes. Our

teachers structure their curriculum around annual plans and daily lesson plans involving material development and relevant activities.

Throughout the ***implementation*** process, effectiveness and efficiency of the curriculum design and planning is monitored and evaluated periodically. Feedback based on this monitoring and evaluation is used in updates in planning and implementation in weekly and monthly workshops and departmental meetings.

Feedback from surveys for students and parents are also included in evaluation which leads to resign and replanning of curriculum when necessary.

In ***annual revisions*,** an assessment, and evaluation of and reflection on the effectiveness and efficiency of the curriculum design, planning, implementation, materials, educational tools are made based on the reports, feedback, and performance assessments. Thus, an effective dynamism is achieved in curriculum development.

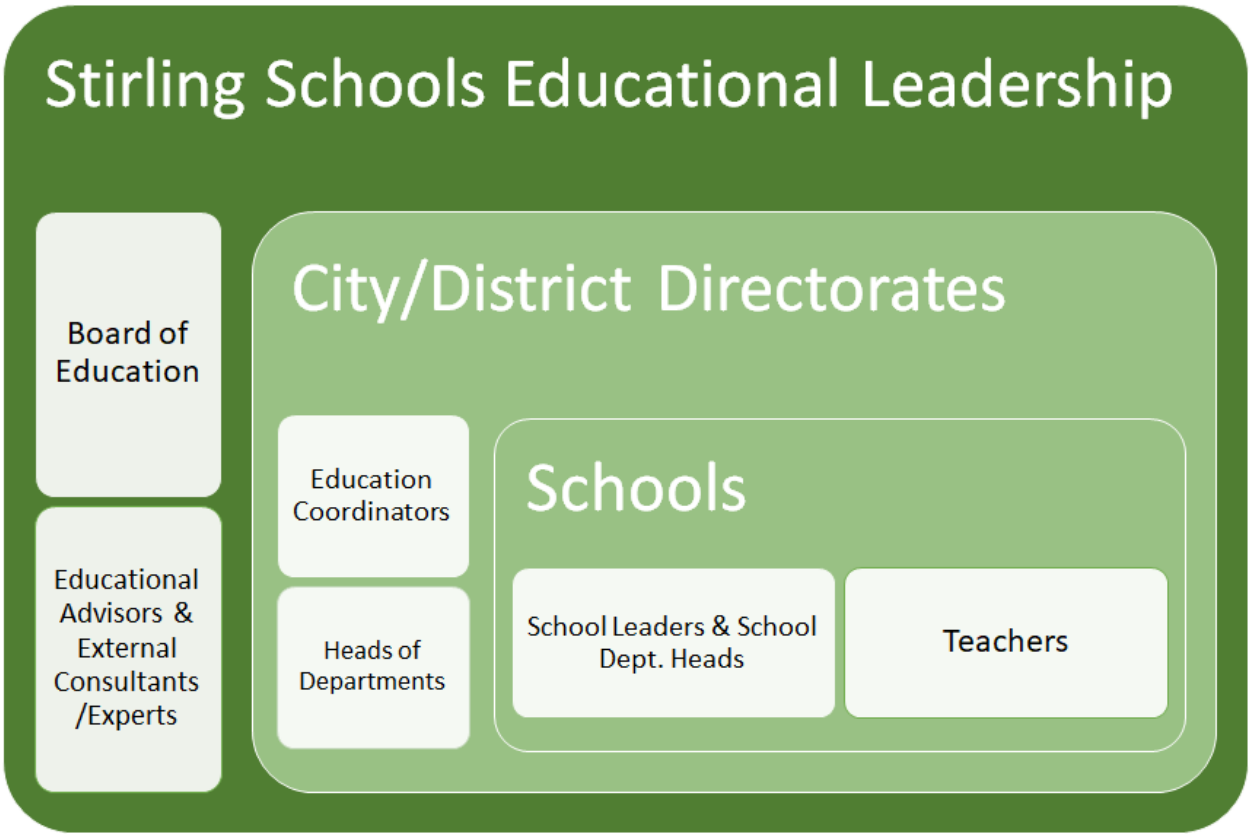

Figure 2. Stirling Schools Educational Leadership & Curriculum DEvelopment Teams

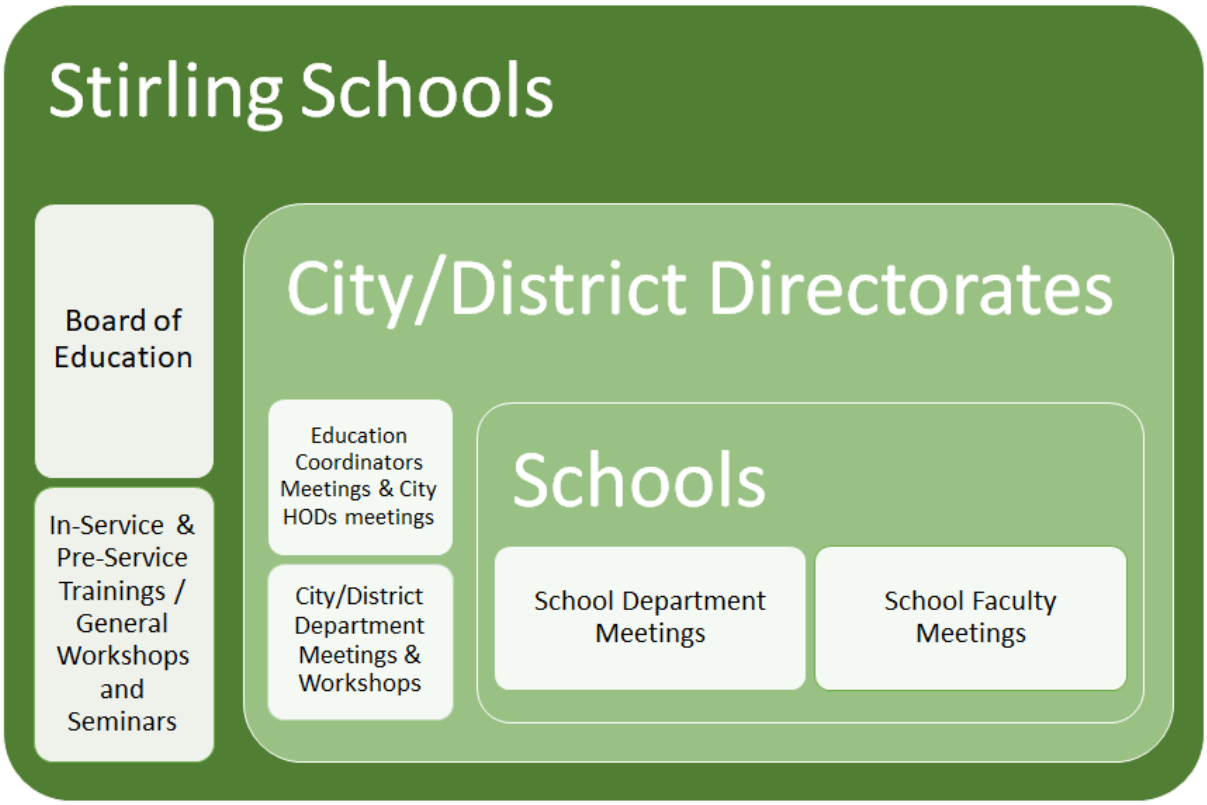

Figure 3. Stirling Schools Curriculum Development Activities Outline

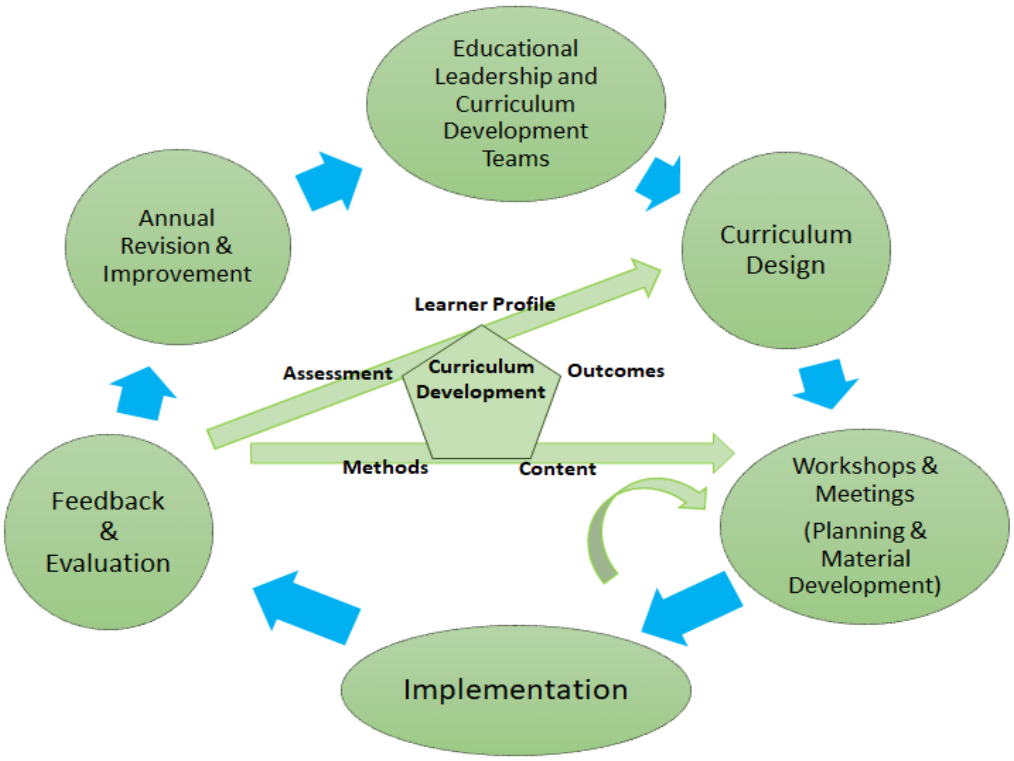

Figure 4. Stirling Schools Curriculum Development Model

6. Assessment Overview

An accurate and comprehensive ongoing assessment of school and student performance aids in establishing open communication, guides student learning, assists in developing future directions, and helps to pinpoint areas of exemplary performance, as well as identifying those in need of support and assistance. Assessment is an integral part of teaching and learning. Stirling Schools underline the importance of a constructive assessment approach which balances formative and summative assessment. Student performance of involvement in curricular, co-curricular, and extra-curricular activities is appreciated and valued considerably along with standardized tests. The comprehensive assessment system employed in Stirling Schools involves three crucial elements:

Motivation : Providing constructive feedback to help students understand how they are progressing and to motivate them to persist and progress are essential aspects that help students to achieve high-grade results.

Achievement : Providing information on what students have achieved in comparison with others. Celebrating their success and encouraging those in

need to achieve similar results by providing them with extra assistance and guidance.

Standards : The Ministry of Education requires setting student standards as part-and-parcel of the formal assessment process. In addition to that, we set projects, international language examinations, and other activities which help to support and assess students.

Stirling Schools' philosophy is that assessment should not be regarded as the sole purpose of education but rather a meaningful way in which to track how students are educated. It is, in fact, an ongoing process that is aligned with daily teaching, learning, and curriculum development.

7. Preparation for Higher Education

To ensure high rates of admission to national and international colleges and universities, Stirling Schools prepare their students with college readiness skills and for local and international university entrance exams. Stirling Schools offer a well-balanced curriculum which prepares students for the university entrance exams.

Our curriculum is designed and planned to equip students with knowledge, skills, and strategies to excel in National Baccalaureate (Wezary) Examination, The College Board Scholastic Aptitude Test (SAT) and SAT Subject Tests, and American College Testing (ACT).

Students also benefit from support programs delivered by their experienced teachers and trainers. Students' progress towards exam's benchmark scores is monitored carefully and they regularly sit Mock Tests.

8. English Language Teaching

All Stirling Schools students have the opportunity to develop their English language proficiency. From as early as grade 3, they can take world-class examinations from Cambridge Assessment and TOEFL. Meeting the challenge of completing IELTS Academic and TOEFL IBT at graduation is made achievable through excellent teaching and periodic examination experience.

We base the English language teaching that we deliver on the Common European Framework of Reference for Languages (CEFR). We determined the level of each grade based on the CEFR and we set the exit band target for our students accordingly.

We aim to make sure that every student reaches the appropriate exit band level by the time they complete each grade. In addition to our internal assessment, we use Cambridge and TOEFL international examinations to assess students' English language proficiency starting from as early as the 3rd grade, in order to check whether they have achieved the required exit band or not.

In this way, our students become accustomed to taking international examinations. As a result, when they graduate from high school, they are ready to take in their stride the IELTS Academic and TOEFL IBT tests.

Stirling Schools English Language Proficiency Chart Linked with CEFR (Common European Framework of Reference for Languages)

Stirling Schools Grade Level	Section	CEFR Exit Band	Description	Level Tests
KG Age 4	Kindergarten	Pre-A1	Complete Beginner	
KG Age 5				
Grade 1	Primary	Pre-A1 A1	Beginner	
Grade 2		A1+		
Grade 3		A2		Cambridge YLE-Starters
Grade 4		A2+		Cambridge YLE-Movers TOEFL Primary Step1
Grade 5		Pre-B1	Intermediate	Cambridge YLE-Flyers TOEFL Primary Step2
Grade 6		B1		Cambridge YLE-Flyers TOEFL Primary Step2
Preparatory Year	Secondary	Pre-B1		Cambridge KET
Grade 7		B1+		Cambridge KET
Grade 8		B2		Cambridge PET TOEFL JUNIOR
Grade 9		B2+		
Grade 10	High School	Pre-C1	Advanced	Cambridge FCE
Grade 11		C1		Cambridge FCE TOEFL ITP

Grade 12		C1		

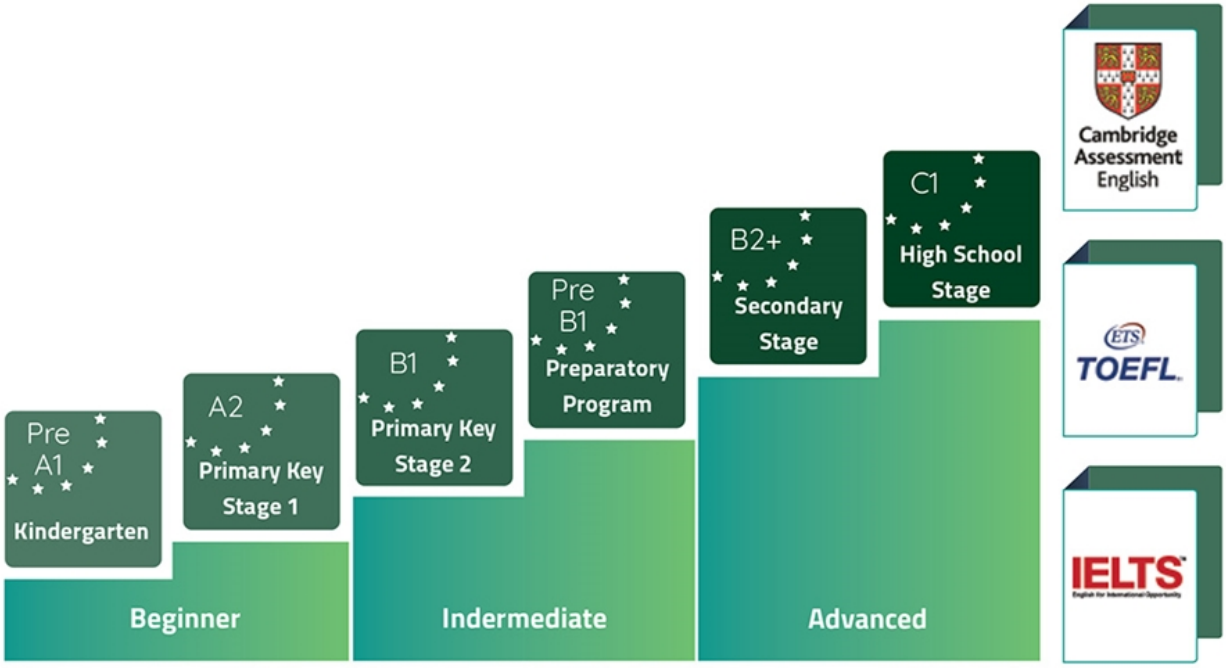

Figure 5. Outline of English Proficiency Benchmarks of Stirling Schools Curriculum Framework

9. Course Descriptions

A. Kindergarten

A.1. English and Social Studies

Kindergarten (age 4-5) English course has been designed in accordance with the Cambridge Curriculum Framework. It is a language and early literacy course for very young children that provide opportunities for learning to communicate, collaborate and think creatively in English through stories, class discussions led by big questions, phonics and creative play.

KG English language and early literacy course aims to help very young children develop in the following areas: communication and language; oracy and literacy; personal, social and emotional development; problem solving and reasoning, and creativity.

The course includes beautiful stories that develop rich, natural vocabulary along with emotional competencies and values; big questions that

encourage children to investigate real-life topics from different angles; support for early literacy and basic phonics; playful activities and class projects that promote collaboration and turn learning into fun. The course is delivered with a textbook (*Cambridge Little Steps*) and rich interactive resources which aimed at learning the language by communicating with the teacher and friends.

A.2. Mathematics

Kindergarten (age 4-5) Mathematics course is designed in accordance with the Cambridge Curriculum Framework. KG Mathematics is geared towards concept development and also closely related to the concrete experiences of children every day. Topics such as patterning, classification, observation, ordering, measuring, and comparing help children to understand mathematics in the future and make them understand concepts. They learn various mathematical concepts by manipulating objects, forming groups with various objects, and counting the contents of these groups. It is a course that encourages children to observe, research, study and discover.

KG Mathematics course includes teaching the numbers from 1 to 50, their spelling and how many objects they contain; patterns, classification, names of figures, and matching. In addition to a textbook (*Cambridge Little Steps*), the course is given with rich interactive resources that aim to learn through examples from daily life and songs and play activities.

B. Primary Key Stage 1 (Grades 1-2-3)

B.1. English

Primary Key Stage 1 English Courses are designed based on Cambridge Curriculum Framework. The courses aim to improve students' core communication, oracy and literacy skills. Students earn language skills through student-centred activities parallel to their course books; they learn with stories, rhymes, by listening, repeating, painting and animating. The course is designed and delivered with a communicative approach through which the students perform rich interaction patterns with the aid of entertaining audio-visual tools and enriched game-based activities.

The Course is delivered with a textbook-Cambridge Power Up Series. Power Up syllabus covers all the grammar, vocabulary and skills required for the

Cambridge Young Learners qualifications, including A2 Key for Primary Key Stage 1. The courses are also endorsed with rich online interactive resources.

In addition, Primary Grade 1 English courses implement Jolly Phonics Framework which is a comprehensive programme, based on the proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age. At the very early stages of Primary Key Stage 1, students develop skills to master phonetic knowledge: these skills are basically learning 42 letter sounds, letter formation, blending and segmenting sounds, and tricky words in phonics.

Thus, our comprehensive English curriculum for Primary Stage 1 equips students with very fundamentals of language and communication skills.

B.2. Mathematics

Key Stage 1 Mathematics courses are based on the Cambridge Curriculum Framework. The course aims to clearly present key concepts in contexts that young learners can relate to. The students discover the mathematics equations in simple ways that simulate their intellectual level. The course is designed to equip students to organize, sort out and classify information.

A variety of exercises and activities encourage students to develop cognitive, recognition, reasoning and numeracy skills to use in and out of the classroom. The course makes use of simple craft activities to reinforce learning and creativity.

Students benefit from colourfully illustrated puzzles and exercises to develop cognitive, recognition, numeracy and reasoning skills.

The course is delivered with a textbook (Starlight Maths) enriched with additional tools and resources.

In each level of Primary Key Stage 1, the students learn maths through a spiral curriculum where every strand is taught in each year.

Each level for includes three main topics:-

1. Numeracy:

The students learn counting, reading, writing, adding, subtracting, multiplying and dividing the numbers.

2. Geometry :

The students learn the shapes from their surrounding environment and relate the main shapes with 3D shapes. They move through faces and edges of 3D shapes towards polygonal shapes.

3. Measurement:

The students start from the non standard units of measurement like measuring the things by using hand span , arm span or finger also using different objects to measure different things and move to calculations and operations with standard units of measurement to solve problems.

B.3. Science

Primary Key Stage 1 Science courses are based on the Cambridge Primary Curriculum Framework.

The course is designed to present key concepts in contexts that young learners can relate to. It aims to help learners understand the basic scientific vocabulary and conventions and apply the principles they`ve learned to real world situations. It aims to encourage young learners to develop cognitive, recognition, investigative and analytical skills to use in and out of the classroom while providing simple craft activities reinforcing learning and creativity. The course focuses on scientific enquiry targets, science background knowledge, curriculum links to English, Maths and social skills.

Primary Key Stage 1 Science courses cover generally the concepts of human life, animal and plant growth, forces and motions, properties of materials, health and nutrition, environmental awareness and more.

The courses are instructed with a textbook (Starlight Science) along with project based learning activities and rich online and interactive resources such as colourfully illustrated puzzles and technology-integrated exercises to develop skills for scientific understanding and awareness.

C. Primary Key Stage 2 (Grades 4-5-6)

C.1. English

Primary Key Stage 2 English Language curriculum aims to empower young learners to communicate confidently and effectively. It helps them to develop the skills needed to respond to a range of information, media and texts. The programme promotes active learning, develops thinking skills and encourages intellectual engagement.

For this purpose, teaching English is carried out with a systematic approach that helps them to improve basic language skills in the five strands: Reading- Writing- Use of English- Listening- Speaking. The course is supported and delivered through Cambridge University Press resources for English as a Second Language.

The language skills of our students at all grade levels are monitored throughout the year by targeting CEFR standards. In this direction, Cambridge ESOL examination system is applied as an impartial assessment and evaluation tool at every grade level:

- Grade 4: Cambridge YLE Movers & TOEFL Primary Step 1
- Grade 5: Cambridge YLE Flyers & TOEFL Primary Step 2
- Grade 6: Cambridge YLE Flyers & TOEFL Primary Step 3

The course aims to help students complete primary (Grade 6) with B1 proficiency level.

Our lessons are delivered with a communicative approach in which the teacher and the student collaborate in the learning process. Language education is supported by using all kinds of technology in the classroom and outside the classroom with live weekly and monthly events where the students can demonstrate what they have learned.

Besides, our English Language curriculum offers four basic language skills, along with 21-century life skills (communication, collaboration, creative thinking, creativity, social-emotional learning) to prepare our students for the future.

C.2. Mathematics

Primary Key Stage 2 Mathematics study is designed in accordance with Cambridge Curriculum Framework. The course aims to help learners develop a holistic understanding of the subject, focussing on principles, patterns, systems, functions and relationships. They are guided and assisted to become mathematically competent and fluent in computation, which they can apply to everyday situations.

When learners are thinking and working mathematically, they actively seek to make sense of ideas and build connections between different facts, procedures and concepts. This supports higher order thinking that helps them to view the world in a mathematical way. The course is designed to develop a basic understanding of mathematical concepts and skills in three strands,

which run through every primary mathematics stage. Learners will develop skills in:

- Number and Operations
- Geometry and Measure
- Statistics and Probability.

In all primary math stages, students will communicate mathematics clearly and effectively, encounter a variety of learning experiences and use mathematics in a technological environment.

The course is delivered with a textbook (Starlight Maths) enriched with additional tools and resources.

C.3. Science

Primary Key Stage 2 Science study is designed in accordance with Cambridge Curriculum Framework. Our exciting primary science curriculum aims to help learners to develop a life-long curiosity about the natural world and enables them to seek scientific explanations to the phenomena around them. Students are guided and assisted to think scientifically and develop practical skills alongside knowledge and understanding, which is vital for explaining the world around us. The course also aims to improve learners' awareness of science in the world around them helping to connect themselves to the subject.

A student-centered approach provides them with the knowledge and skills they require to excel at science in later stages of education and to make informed choices, including considering sustainability issues and meeting the challenges facing our environment.

This curriculum covers six integrated strands to teach science holistically:

- Biology – living things and how they interact.
- Chemistry – the study of matter.
- Physics – the interaction of matter and energy.
- Earth and Space – planet Earth, the wider Solar System and beyond.
- Thinking and Working Scientifically – develops understanding and skills of scientific models and representations, scientific enquiry and practical work.
- Science in Context – helps to demonstrate the relevance of science to learners

The courses are instructed with a textbook (Starlight Science) along with project based learning activities and rich online and interactive resources

such as colourfully illustrated puzzles and technology-integrated exercises to develop skills for scientific understanding and awareness.

D. Preparatory Program

Thanks to the coherent education model and consistent curriculum framework of Stirling Schools, students who join our education system at the early stages of learning excel in their studies successfully.

Stirling Schools offers a preparatory program before low secondary stage and high school for the students joining from another educational institution/system and lacking fundamental knowledge and language skills to continue with Stirling Schools curriculum.

The purpose of our preparatory program is to equip students with required language skills, basics of curriculum terminology and fundamental understanding of the key subject concepts. The program is also designed to facilitate orientation to the school life and educational system.

Besides English Language and Introduction to Math and Science courses, students of the preparatory program also take language classes (Arabic, Kurdish, Turkish), Art, Music, PE, and Religious Studies.

D.1. English

The Preparatory English Language Course is an *English as a Second Language* program that is designed for students who have no or little prior experience of English before starting this course. The course aims to help learners to be able to communicate effectively and become confident in and enjoy reading a range of texts as their skills develop, thereby equipping them with English literacy and oracy skills to excel in further studies within our curriculum framework. Preparatory English is carried out with a systematic approach that helps them to improve basic language skills in the five strands: Reading- Writing- Use of English- Listening- Speaking.

Our teaching methodology is based on developing the confidence and competencies students need to forge their own path in this ever-evolving global landscape. From developing critical and creative thinking skills and social/emotional aptitudes to working effectively in a group, the course helps to create confident, future-ready learners who are able to meet the challenges ahead.

Throughout the English preparatory program, students become a more independent learner using The Cambridge Life Competencies Framework. During the courses, learners practice the skills to work effectively with others on collaborative projects. They get inspired through global, cross-curricular topics and with the suitable videos per level.

We try to build the confidence to succeed in A2 Key for Lower Secondary Stage, B1 Preliminary for High Schools. In our courses, teachers use a large variety of combinations of different language teaching approaches and techniques. We aim to provide them with an efficient and fluent usage of every aspect of English Language. Therefore, the course benefits from rich online resources and handson activities.

D.2. Introduction to Math and Science

Introduction Math and Science Courses cover the fundamental terminology studies for Math and Science classes. The course is an integral element of the preparatory program and is designed to help students acquire pre-requisite information and skills required for readiness for regular Science and Math classes.

This course includes studies on increasing the terminology knowledge, exploring basic concepts, and applying the basic operations in order to be more successful in Mathematics and Science at the stage before the regular grade level. The course focuses on scientific notation; students are assisted to understand scientific vocabulary, terminology, definitions, conventions and apply the key concepts they've learned to their further studies in regular classes.

This course delivers the content with a truly innovative, adaptive approach, offering guidance needed to prepare students for success in Science and Math courses after the preparatory year. The course is delivered by experienced Mathematics and Science teachers.

E. Lower Secondary (Grades 7-8-9)

E.1. English

English Courses for lower secondary are designed in accordance with Cambridge Curriculum Framework. The course aims to achieve B1 in Common European Framework of Reference (CEFR) standards level after grade 8; and when students complete grade 9, they will be able to complete B2 level and

its requirements. The courses are designed and aim to equip students with fundamental language skills of function, vocabulary, reading comprehension, listening, speaking and writing. The students learning at this level are expected to express themselves freely in any daily topic and cope with extraordinary situations like opening a bank account. They can also write about any familiar topics and can master related grammar topics. In this level, students are introduced with daily and sometimes nonroutine topics like describing things around, following the instructions of how to cook a meal and convey them to other people.

The courses are instructed with a communicative approach endorsed with rich digital resources. This level corresponds to the levels of Cambridge PET (Preliminary English Test) and TOEFL Junior Test.

E.2. Mathematics

Lower secondary Mathematics courses are designed according to Cambridge Curriculum Framework and align with the Ministry of Education's standards and requirements. The courses aim to address those standards and turn students into problem solvers who master concepts, become fluent with procedures, and apply the principles they've learned to real-world situations. The scope and sequence of the topics delivered are designed within a framework to equip the students with the fundamental grade level skills, which are basically:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics
- Use appropriate tools strategically.
- Attend to precision
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

The course is delivered with a textbook enriched with additional tools and resources such as richbook.

E.3. Science

Lower secondary Science courses are designed according to Cambridge Curriculum Framework and align with the Ministry of Education's standards

and requirements. The courses explore scientific phenomena, facts, laws, definitions, concepts and theories relevant for the grade level standards. Students are required to understand scientific vocabulary, terminology, conventions and apply the principles they've learned to real-world situations.

Completing the course, students will be able to:

- understand the importance and relevance of science in our lives because science includes three main subjects; biology, chemistry and physics.
- use explanations to understand patterns in nature
- make useful predictions about natural events
- analyze evidence about the natural world
- allow students to ask questions about things see around them and help curiosity of how the world develops
- apply critical thinking and problem-solving skills in daily life situations during observe the experiments

Science courses explore the basic concepts of the following things: physical science, earth science, life science, technology and society, science process and history, and health and the human body.
The course is instructed with a rich book that endorses the textbook, question banks and lab experiment activities.

F. High School (Grades 10-11-12)

F.1. English

High school English courses are designed within Cambridge Curriculum Framework and align B-1 Level of Common European Framework and Reference (CEFR) for grade 10 and B2 level for grade 11. The courses aim to put great prominence on the students` lexical knowledge through well-designed vocabulary activities which prioritize to develop an awareness of and competence in using high -frequency words and chunks of languages, important collocations, and phrasal verbs, as well as improving fluency.
Students are guided through the grammar using inductive exercises that assist them to grasp both form and meaning. Students learn how to apply structures in motivating and communicative activities through exercises.

On the other hand, the courses help students integrate their emotional reactions and cognitive processes. It accomplishes this by an invaluable and

comprehensive support system aimed at systematically developing students' thinking skills, their awareness of values, and their self-esteem, while at the same time building their language skills and competencies. Learners are encouraged to be; confident, responsible, reflective, innovative and engaged.
The courses are designed and aim to equip students with fundamental language skills of function, vocabulary, reading comprehension, listening, speaking and writing.

A communicative approach which enables learners to adopt critical thinking skills is implemented with the help of rich online resources.
Students who complete grade 11 can take Cambridge FCE and TOEFL ITP tests, and students who complete grade 12 are prospective candidates for TOEFL IBT and SAT English tests.

F.2. Mathematics

Mathematics studies at high school cover the skills and concepts of Common Core Standards and correspond to the standards and requirements of the Ministry of Education. The courses aim to address those standards and turn students into problem solvers who master concepts, become fluent with procedures, and apply the principles they've learned to real-world situations.

While presenting algebra and geometry in a traditional three-course path, high school Mathematics delivers this content with a truly innovative, adaptive approach, offering the rigor, depth of coverage, and guidance needed to prepare students for success in the National Baccalaureate (Wezary) Examination, SAT General and SAT Subject Tests for Math, in college, and in their careers. The courses are instructed with a textbook including various selections along with rich online and interactive resources.

High School Mathematics covers generally the concepts of and the skills related to *"Algebra: Equations and Inequalities, Basic skills of Exponents and Roots, Logarithms, Sequence & Mathematical Induction, Limit, Derivations, Complex Numbers, Application of Differentiations, Integrations, Ordinary Differential Equations; Trigonometry and Geometry: Triangles, Geometric Vectors, Coordinate Plane; and Logic: Mathematical Logic; and Statistics: Measures of Central Tendency, Conic Section, Space Geometry.Space Geometry, Solid Geometry."*
The concepts covered are related to National Baccalaureate (Wezary) Mathematics Test standards and skills.

F.3. Physics

Study of Physics at high school is designed according to the standards and requirements of the Ministry of Education and corresponds to Next Generation Science Standards. The course focuses on scientific phenomena, facts, laws, definitions, concepts, theories related to the field of Physics. Students are required to understand scientific vocabulary, terminology, conventions and apply the principles they've learned to real-world situations.

Physics courses cover generally the concepts of and the skills related to *"Solids, Fluid Mechanics, Heat, Light and Reflection, Refraction, Color and polarization, Motion and Forces, Vectors, Work-Energy and Power, Linear Momentum and Collisions, Electrical forces, Electrical fields, Electrical energy and currents; Circuits, Gravity, Rotational Equilibrium and Dynamics, Vibrations and Waves, Sound, Magnetism, Electromagnetic induction, Interference and Diffraction, Atomic Physics, and Modern Electronics."*

The concepts covered are related to National Baccalaureate (Wezary) Physics Test and SAT Physics Subject Test standards and skills. The courses are instructed with a textbook along with lab activities and rich online and interactive resources such as virtual labs.

F.4. Chemistry

High school Chemistry is designed according to the standards and requirements of the Ministry of Education and corresponds to Next Generation Science Standards. The course focuses on scientific phenomena, facts, laws, definitions, concepts, theories related to the field of Chemistry. Students are required to understand scientific vocabulary, terminology, conventions and apply the principles they've learned to real-world situations.

High school Chemistry courses cover generally the concepts of and the skills related to *"Matter and Energy, Atoms and Moles, The Periodic Table, Ions and Ionic Compounds, Covalent Bonds, The Mole and Chemical Composition, Chemical Equations and Reactions, Stoichiometry, Causes of Change, States of Matter and Intermolecular Forces, Gases, Solutions, Chemical Equilibrium, Acids and Bases, Reaction Rates, Oxidation, Reduction and Electrochemistry, Carbon and Organic Compounds."*

The concepts covered are related to National Baccalaureate (Wezary) Chemistry Test and SAT Chemistry Subject Test standards and skills. The courses are instructed with a textbook along with lab activities and rich online and interactive resources such as virtual labs.

F.5. Biology

Study of Biology at high school is designed according to the standards and requirements of the Ministry of Education and corresponds to Next Generation Science Standards. The course focuses on scientific phenomena, facts, laws, definitions, concepts, theories related to the field of Biology. Students are required to understand scientific vocabulary, terminology, conventions and apply the principles they've learned to real-world situations.

High school Biology courses cover generally the concepts of and the skills related to *"Biological Sciences, Cell Biology, Genetics, Principles of Ecology, Organismal Biology, Diversity, Virology and Prokaryotes, Bacteria, Fungi, Nervous and Endocrine System."* The concepts covered are related to National Baccalaureate (Wezary) Biology Test and SAT Biology Subject Test standards and skills. The courses are instructed with a textbook along with lab activities and rich online and interactive resources such as virtual labs.

G. International Schools Primary (Grades 1-6)

G.1. English Language Arts

ELA courses for international primary schools are English language and literacy courses that are designed to help young learners become articulate writers and speakers of English, empowering them to make the most of life's opportunities. The course is designed on three essential pillars: literacy, oracy, and creativity.

The comprehensive literacy-based approach ensures students receive essential language support alongside literacy training so they become fully literate in English. Literacy connects students with rich language through a variety of texts to help them to read and write. The literacy approach explore the following skills and practices.

- Storytelling,
- Dialogic reading,

- Phonics and activities that develop knowledge of letters and sounds

The well-designed research-based oracy framework enables students to become confident, collaborative speakers. Key abilities are to speak confidently in a variety of situations, from presentations in front of an audience to participating in group discussions and collaborative activities. The oracy activities are clearly labeled and include the following skills:

- Physical: Effective and appropriate expression and delivery (e.g. fluency, pace, voice projection, gestures and posture)
- Linguistic: Clear organisation of thoughts
- Cognitive: clarifying, asking questions
- Social and emotional: Active listening and responding appropriately (e.g. turn-taking)

The creativity principles encourage students to become better thinkers and problem solvers while enjoying themselves.
With its unique combination of three learning pillars – literacy, oracy and creativity – the course aims to empower children to reach their full potential. Children become confident and effective communicators with inquiring minds, who can think laterally and make the most of life's opportunities in the 21st century. The course prepares students for secondary stage ELA studies.

The course is delivered with a textbook- Cambridge Primary Path- along with rich interactive digital resources and rich activities and events that enable students to practice what they have learnt.

G.2. Mathematics

International Primary Mathematics study is designed in accordance with Cambridge Curriculum Framework. The course aims to help learners develop a holistic understanding of the subject, focussing on principles, patterns, systems, functions and relationships. They are guided and assisted to become mathematically competent and fluent in computation, which they can apply to everyday situations.

When learners are thinking and working mathematically, they actively seek to make sense of ideas and build connections between different facts, procedures and concepts. This supports higher order thinking that helps them to view the world in a mathematical way. The course is designed to develop a basic understanding of mathematical concepts and skills in three strands, which run through every primary mathematics stage. Learners will develop skills in:

- Number and Operations
- Geometry and Measure
- Statistics and Probability.

In all primary math stages, students will communicate mathematics clearly and effectively, encounter a variety of learning experiences and use mathematics in a technological environment.

The course equips students with skills and practices for Cambridge Checkpoint Primary. The course is delivered with a textbook (Cambridge International Mathematics) enriched with additional tools and resources.

G.3. Science

International Primary Science study is designed in accordance with Cambridge Curriculum Framework. Our exciting primary science curriculum aims to help learners to develop a life-long curiosity about the natural world and enables them to seek scientific explanations to the phenomena around them. Students are guided and assisted to think scientifically and develop practical skills alongside knowledge and understanding, which is vital for explaining the world around us. The course also aims to improve learners' awareness of science in the world around them helping to connect themselves to the subject.

A student-centered approach provides them with the knowledge and skills they require to excel at science in later stages of education and to make informed choices, including considering sustainability issues and meeting the challenges facing our environment.

This curriculum covers six integrated strands to teach science holistically:

- Biology – living things and how they interact.
- Chemistry – the study of matter.
- Physics – the interaction of matter and energy.
- Earth and Space – planet Earth, the wider Solar System and beyond.
- Thinking and Working Scientifically – develops understanding and skills of scientific models and representations, scientific enquiry and practical work.
- Science in Context – helps to demonstrate the relevance of science to learners

The course equips students with skills and practices for Cambridge Checkpoint Primary. The courses are instructed with a textbook (Cambridge International Science) along with project based learning activities and rich

online and interactive resources such as colourfully illustrated puzzles and technology-integrated exercises to develop skills for scientific understanding and awareness.

G.4. Social Studies

Social Studies in international primary schools aim to promote civic competence—the knowledge, intellectual processes, cultural and socio-cultural awareness, self respect, and dedication to national and traditional values required of students to be active and engaged participants in public life.

Social Studies courses are designed to help students understand concepts, terminology, and methods and to explore social phenomena with vivid instructions, activities and discussions. The courses cover the topics like social institutions -family, school, jobs, etc, cultures and cultural values, traditions and customs, ethics and moral values, basics of middle eastern communities, culture and geography, and citizenship.

The courses are instructed with a textbook alongside rich hanson activities and projects that serve course objectives.

H. International Schools Lower Secondary (Grades 7-8)

H.1. English Language Arts

ELA Courses for international lower secondary are designed and delivered within Cambridge Checkpoint English standards and benchmarks. Lower secondary ELA courses are lively, colourful studies that provide endorsed coverage of the Cambridge Lower Secondary curriculum framework for English. The course supports students through the five framework content areas: Phonics, Spelling and Vocabulary; Grammar and Punctuation; Reading; Writing; Speaking and Listening. The course covers activities to develop Reading and Writing skills, with integrated Speaking and Listening tasks. It contains a full range of stimulus materials, including a balance of fiction and non-fiction from around the world.

The course guides and assists students to develop a first language competency in English through rigorous language practice and explanation of key concepts. The comprehensive approach encourages exploration of a wide range of texts to instil a life-long interest in literature in students.

The course aims to equip students with literacy and oracy skills which are prerequisite for high school English Language Arts classes and SAT English studies.

The course is delivered with a textbook- Cambridge Checkpoint English- along with rich interactive digital resources and rich activities and events that enable students to practice what they have learnt.

H.2. Mathematics

Mathematics Courses for international lower secondary are designed and delivered within Cambridge Checkpoint Mathematics standards and benchmarks. The course offers a comprehensive and integrated introduction to all the topics covered in the Cambridge Lower Secondary curriculum framework for Mathematics.

The course features worked examples to show students how to tackle different problems, and plenty of exercise questions are provided to help students consolidate their knowledge. The classroom experience is supported by further exercise questions for practice in the classroom or at home.

Rich printed and digital resources provide tailored exercises to help reinforce key skills and build learners' confidence and deeper knowledge of mathematics.

Learners are guided and assisted develop **pre-requisite SAT Math skills** in three main strands:

- Algebraic Equations Operations
- Geometry and Measure
- Graphs, Statistics and Probability.

The course is delivered with a textbook (Cambridge Checkpoint Mathematics) enriched with additional tools and resources.

H.3. Science

Science Courses for international lower secondary are designed and delivered within Cambridge Checkpoint Science standards and benchmarks. The course aligns with the Cambridge Lower Secondary Science curriculum

framework both theoretically and practically, with full coverage of the Scientific Enquiry framework integrated throughout the series.

The course gives a thorough introduction to the concepts and offers a wealth of ideas for hands-on activities to make the subject matter come to life. Course activities contain exercises that develop students' ability to apply their knowledge as well as developing their Scientific Enquiry skills relating to planning experiments and recording results. The course aims to help students to understand scientific terms and express themselves effectively in English. Course delivery also covers English language in science contexts to help students develop their skills and confidence.

This curriculum covers six integrated strands to lay the foundations of high school science subjects:

- Biology – living things and how they interact.
- Chemistry – the study of matter.
- Physics – the interaction of matter and energy.
- Earth and Space – planet Earth, the wider Solar System and beyond.
- Thinking and Working Scientifically – develops understanding and skills of scientific models and representations, scientific enquiry and practical work.
- Science in Context – helps to demonstrate the relevance of science to learners

The courses are instructed with a textbook (Cambridge Checkpoint Science) along with project based learning activities and rich online and interactive resources.

H.3. World Geography

World Geography course is designed according to Common Core Standards. The course provides a thorough introduction to geography and a regional approach to exploring the world. It aims to help students understand concepts, terminology, and methods and to explore the phenomena with vivid instructions, activities and discussions. This important information is presented through an informative and richly illustrated narrative, supported by a strong map program, reading questions that check your child's comprehension, and special features that enliven the study of geography.

The course helps students to

- learn about people, places, and cultures around the world
- develop a strong understanding and appreciation of the basic principles of geography

- understand the important role that geography has played throughout history
- see how geography influences your life on a daily basis
- recognize connections between geography and other disciplines
- build a solid Social Studies and academic vocabulary
- develop thinking skills that support the ability to challenge assumptions, think creatively, and solve real-life problems

The course covers the fundamentals of study of geography such as "*Definition, Five Themes and Branches of Geography, Planet Earth, Climate, Environment and Natural Resources along with Culture, Population, Government types and Regional Geography that covers US, Canada and Mexico-Central America and The Caribbean Islands-Latin America -Europe and Russia-Middle East-South Asia- East Asia- Southeast Asia-Australia and Pacific Islands-Regions of Africa.*"

The course is delivered with a textbook endorsed by the rich online resources including visuals and animations and activities in a project-based learning approach.

I. International Schools High School (Grades 9-10-11-12)

I.1. English Language Arts

Study of ***English Language Arts*** is standard-based. It is designed according to Common Core Standards. Students will be able to learn, understand, appreciate, and use the language both in academic and informal platforms. This course focuses on the development of various advanced skills and strategies necessary for mastering in English Language (Arts). The standards for each strand in English Language Arts (*Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language Conventions*) directly relate to the College and Career Readiness Anchor Standards for each strand. The Anchor Standards broadly outline the understandings and skills students should master by the end of high school so that they are well-prepared for SAT General and SAT Subject Test and college or for a career.

The course is instructed with a textbook along with rich online and interactive resources.

I.1.1. English Writing (Creative Writing)

In addition to ELA Courses, our international school students also take English Writing Courses at every grade level of lower secondary and high school.

Writing courses encompass narrative, literary, expository, argumentative and informational forms, with particular attention to analysis. The students learn to demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing, which is also planned to help them in SAT writing studies. The course covers the theoretical and practical knowledge of various writing forms: Argumentative Essays, Narrative Essays, Analytical Essays, Informational Essays, and Compare and Contrast Essays.

I.1.1. English Speaking

In addition to ELA Courses, our international school students also take English Speaking Courses at every grade level of lower secondary and high school.

The course is designed to provide an atmosphere for students to excel their communication skills in English Language. Students learn to correspond with Common Core Speaking Standards by demonstrating correct use of language, spelling, and mechanics by applying grammatical conventions in speaking. They practice speaking on different topics, making debates, presenting speeches, and having collaborative classroom discussions.

English Speaking courses also prepare students for speaking tasks of major English Proficiency exams like IELTS and TOEFL.

I.2. Mathematics

Mathematics studies at RISE cover the skills and concepts of Common Core Standards. *Integrated Mathematics 1, 2, 3* aims to address those standards and turn students into problem solvers who master concepts, become fluent with procedures, and apply the principles they've learned to real-world situations. While presenting algebra and geometry in a traditional three-course path, *Integrated Mathematics 1, 2, 3* delivers this content with a truly innovative, adaptive approach, offering the rigor, depth of coverage, and guidance needed to prepare students for success in SAT General and SAT Subject Tests for Math, in college, and in their careers. The courses are instructed with a textbook including various selections along with rich online and interactive resources.

Integrated Mathematics 1 Course covers the concepts of "Quantitative Reasoning, Equations and Inequalities, Algebraic Models, Functions and Models, One variable Data Distributions, Patterns and Sequences, Linear modeling and Regression, Linear Functions, Solving systems of Linear Equations, Forms of Linear Equations, Modeling with Linear Systems, Piecewise-Defined functions, Geometric Sequences and Exponential Functions, Exponential Equations and Models, Tools of Geometry, Transformations and Symmetry, Congruent Figures, Lines and Angles, Triangle Congruence Criteria, Applications of Triangle Congruence, Properties of Triangles, Special Segments in Triangles, Properties of Quadrilaterals, and Coordinate Proof Using Slope And Distance."

Integrated Mathematics 2 Course covers the concepts of "functions and their characteristics, polynomial operations, quadratic functions, quadratic equations and models, extending quadratic equations, quadratic proofs, similarity and right triangles, properties of circles, volume, and understanding probability."

Integrated Mathematics 3 Course covers the concepts of "Constructions Coordinate Proof Using Slope and Distance, Visualizing Solids Modeling and Problem Solving, Polynomial Functions Polynomials, Polynomial Equation Rational Functions, Rational Expressions and Equations Radical Functions, Radical Expressions and Equations Sequences and Series, Exponential Functions Modeling with Exponential and Other Functions, Logarithmic Functions Logarithmic Properties and Exponential Equations, Trigonometry with all Triangles Unit-Circle Definition of Trigonometric Functions, Graphing Trigonometric Functions Gathering and Displaying Data, Data Distributions Making Inferences from Data, Probability and Decision Making Angles and Segments in Circles, and Arc Length and Sector Area Equations of Circles and Parabolas."

(Elective) Pre-Calculus fully integrates topics from algebra, geometry, trigonometry, discrete mathematics, and mathematical analysis. Conceptually oriented problems that help prepare students for college entrance exams (Advanced Placement) are included in the problem sets.

(Elective) Passport to Advanced Math Course focuses on the concept and skills necessary for SAT General and SAT Subject Tests.

I.3. Science

Students take one Science subject each year of international high school.

I.3.1 Biology

Study of ***Biology*** is standard-based. It is designed according to Common Core Standards and Next Generation Science Standards. The course focuses on scientific phenomena, facts, laws, definitions, concepts, theories related to the field of Biology. Students are required to understand scientific vocabulary, terminology, conventions and apply the principles they've learned to real-world situations. Biology course covers generally the concepts of and the skills related to "Biological Sciences, Cell Biology, Genetics, Principles of Ecology, Virology and Prokaryotes, Nervous and Endocrine System." The concepts covered are related to SAT Biology Subject Test. ***(Elective) Advanced Biology*** courses deepen the understanding and skills related to the standards and concepts. The courses are instructed with a textbook along with lab activities and rich online and interactive resources such as virtual labs.

I.3.2 Chemistry

Study of ***Chemistry*** is standard-based. It is designed according to Common Core Standards and Next Generation Science Standards. The course focuses on scientific phenomena, facts, laws, definitions, concepts, theories related to the field of Chemistry. Students are required to understand scientific vocabulary, terminology, conventions and apply the principles they've learned to real-world situations. Chemistry course covers generally the concepts of and the skills related to "Matter and Change, Atoms: The Building Blocks of Matter, Arrangement of Electrons in Atoms, The Periodic Law, Chemical Bonding, Chemical Formulas and Chemical Compound, Chemical Equations and Reaction, Stoichiometry, States of Matter, and Gases." The concepts covered are related to the SAT Chemistry Subject Test. ***(Elective) Advanced Chemistry*** courses deepen the understanding and skills related to the standards and concepts. The courses are instructed with a textbook along with lab activities and rich online and interactive resources such as virtual labs.

I.3.3. Physics

Study of ***Physics*** is standard-based. It is designed according to Common Core Standards and Next Generation Science Standards. The course focuses on scientific phenomena, facts, laws, definitions, concepts, theories related to the field of Physics. Students are required to understand scientific vocabulary, terminology, conventions and apply the principles they've learned to real-world situations. Physics course covers generally the concepts of and the skills related to "Mechanics: One Dimensional Motion, Vectors, Forces And

Laws Of Motion, Work, Energy And Power, Momentum And Impulse, Circular Motion, Harmonic Motion; And Optics: Reflection, Mirrors, Refraction, Lenses, Colors." The concepts covered are related to SAT Physics Subject Test. ***(Elective) Advanced Physics*** courses deepen the understanding and skills related to the standards and concepts. The courses are instructed with a textbook along with lab activities and rich online and interactive resources such as virtual labs.

I.4. Social Studies

I.4.1. World History

World History courses were designed within Common Core Standards to help students understand historical concepts, terminology, and methods and to explore historical phenomena with vivid instructions, activities and discussions. World History courses are given in two years. ***World History 1*** course investigates the topics from "Prehistoric Times" through "Age of Imperialism." ***World History 2*** course explores the topics from "Age of Imperialism" through modern times including "Cold War Conflicts." ***(Elective) Advanced World History*** investigates world history from ancient civilizations to modern times with a comprehensive perspective. The courses are instructed with a textbook along with various activities and rich online and interactive resources.

I.4.2. Sociology

Sociology course aims to help students read and discuss fundamentals of Sociology as a social science along with experiences and examples from everyday life. This course fosters the academic curiosity and intellectual development that are integral to continued success in the program. Students learn, examine, present, and critique significant social phenomena. The curriculum is structured so that students attain both practical skills and theoretical knowledge. Sociology course investigates the concepts of "Culture and Social Structure, The Individual in the Society, Social Inequality, Social Institutions, The Changing Social World". The courses are instructed with a textbook along with various activities and rich online and interactive resources.

I.4.3. Economics *(Elective)*

The course provides students with an understanding of economic theory, terminology and principles; an understanding of, and ability to use, basic economic numeracy and literacy; an understanding of the economies of

developed and developing nations and economic models. The course investigates economic models with real life examples and applications. The courses are instructed with a textbook along with various activities and rich online and interactive resources.

I.4.4. Political Science *(Elective)*

The course aims to enable students to better understand the political realm of life as both a thinker and a citizen. The course introduces the discipline's concepts, terminology, and methods and to explore instances of applied political science through real world examples. In Political Science Class, students read and discuss fundamentals of Political Science as a social science along with experiences and examples from both historical and contemporary politics. Students learn, examine, present, and critique significant socio-political phenomena. The curriculum is structured so that students attain both practical skills and theoretical knowledge. The course covers the topics of "Basic Concepts of Politics, State and Theories of State, Law and Constitution, Democracy, Rights, Political Institutions, Concept of power and hegemony, and Ideologies."

I.4.5. Psychology *(Elective)*

Psychology course aims to help students read and discuss fundamentals of Psychology as a social science along with experiences and examples from everyday life. This course fosters the academic curiosity and intellectual development that are integral to continued success in the program. The course provides students with an understanding of psychological theories, terminology and principles; an understanding of, and ability to use basic psychological methods. The course covers the topics of "The History of Psychology, Schools of Psychology, Research Methods in Psychology, and Major Fields in Psychology."

J. Other English-medium Subjects

J.1. Computer Science

Stirling Schools offer Computer Science courses to students from very early stages of primary (Grade 2) to later stages of high school (Grade 11). The course is designed to equip students with Information and Communication Technology (ICT) skills by providing an understanding of ICT terminology and applications such as media, computer networks, and data management through theoretical and practical application. Computer Science courses combine theoretical and practical studies focusing on the level and age

based ability to use common software applications, including word processors, spreadsheets, databases, graphic design interactive presentation software, web browsers, app creation and website design.

Students develop a greater awareness of how applications are used in the workplace, and consider the impact of new technologies on methods of working and on social, economic, ethical and moral issues. The skills learnt will be useful to them in their work across the curriculum, and will prepare them for future employment. Students are guided and assisted to develop a sound understanding and awareness of digital citizenship and digital security.

Designed for the age and grade level competencies, the course curriculum covers the computing skills from very basics to the production level: basics of software and hardware, Paint**,** typing with Mavis Beacon, Wordpad**,** computers in life, operating systems, Microsoft Word, PowerPoint, Publisher, Excel, Tux Paint, robotics with Robotis Play 600**,** tools of Windows 10, Photo Story and Movie Maker for making slides. Secondary level Computer Science courses focus on certain skills and applications each year: PS photoshop, Adobe Flash, Advanced Excel, Microsoft Expression Web, and Android App Inventor.

The course is delivered with practical tools applications supported by a textbook for theoretical knowledge.

K. Phonics Teaching Programme

Stirling Schools implement Jolly Phonics Framework for Primary Grade 1 English courses. Jolly Phonics is a comprehensive programme, based on the proven, fun and muliti-sensory synthetic phonics method that gets children reading and writing from an early age. This means that we teach letter sounds as opposed to the alphabet. These 42 letter sounds are phonic building blocks that children, with the right tools, use to decode the English language. When reading a word, they recognise the letters and blend together the respective sounds; when writing a word they identify the sounds and write down the corresponding letters. These skills are called blending and segmenting. These are two of the five skills that children need to master phonics:

- Learning the letter sounds
- Learning letter formation
- Blending
- Segmenting
- Tricky words

Alongside these skills children are also introduced to the main alternative spelling of vowels. These five skills form the foundation that children build on with each year of grammar teaching.

L. National/Local Curriculum Subjects

L.1. Arabic

The course adheres to the Arabic Language teaching requirements and standards established by the Ministry of Education. Students are expected to develop their ability to communicate effectively in Arabic language. The course focuses on vocabulary, grammar and their application in both speaking and writing. Students are also expected to display their ability to read and extract details from various forms of passages written in Arabic language.

The course contents for each level are determined and guided by the regulations of directorates of education in each city within the requirements and standards of the Ministry of Education. Students are assisted and guided to understand and interpret various literary forms of Iraqi literature in the Arabic language.

Depending on the grade level and curriculum guidelines of directorates of education, the curriculum covers six integrated strands:

- Vocabulary and language conventions (grammar and sentence structure)
- Reading (from basic sounds to the complex literary forms)
- Speaking (from basic conversations to the efficient presentation skills)
- Listening
- Writing (from basic letter formation and handwriting skills to composing advanced essays)

Arabic Language courses for international schools are delivered according to the level of the student groups in the Arabic language with a constructive and communicative method.

The courses are instructed with a textbook -prepared and approved by the Ministry of Education- along with '*richbooks*' and rich online and interactive resources. The concepts and contents covered are related to **Wezary** (National Bachelorette) Arabic Subject standards and skills.

L.2. Kurdish

Kurdish Language courses are designed according to the Kurdish Language teaching requirements and standards established by the Ministry of Education. Students are expected to develop their ability to communicate effectively in Kurdish language. The course focuses on vocabulary, grammar and their application in both speaking and writing. Students are also expected to display their ability to read and extract details from various forms of passages written in Kurdish language.

The course contents for each level are determined and guided by the regulations of directorates of education in each city within the requirements and standards of the Ministry of Education. Students are assisted and guided to understand and interpret various literary forms of Kurdish literature.

Depending on the grade level and curriculum guidelines of directorates of education, the curriculum covers six integrated strands:

- Vocabulary and language conventions (grammar and sentence structure)
- Reading (from basic sounds to the complex literary forms)
- Speaking (from basic conversations to the efficient presentation skills)
- Listening
- Writing (from basic letter formation and handwriting skills to composing advanced essays)

Kurdish Language courses for international schools are delivered according to the level of the student groups in the Kurdish language with a constructive and communicative method.

The courses are instructed with a textbook -prepared and approved by the Ministry of Education- along with *'richbooks'* and rich online and interactive resources. The concepts and contents covered are related to **Wezary** (National Bachelorette) Kurdish Subject standards and skills.

L.3. Social Studies

Stirling Schools curricula for Social Studies aims to promote civic competence—the knowledge, intellectual processes, cultural and socio-cultural awareness, self respect, and dedication to national and traditional values required of students to be active and engaged participants in public life.

Teaching requirements and standards for Social Studies courses are determined and guided by the Ministry of Education. Social Studies courses

are designed to help students understand concepts, terminology, and methods and to explore social phenomena with vivid instructions, activities and discussions. The courses cover the skills and standards in three main strands:

Geography section explores maps, the solar system, terrestrial structures, seas, oceans, natural geography, human geography, population and demography, continents, and local geography of Kurdistan and Iraq. Students also explore the economy of Kurdistan and Iraq and focus on certain local economic dynamics like mining and agriculture.

In the History part, students investigate world history from ancient civilizations to modern times with a comprehensive perspective. They explore the nations and dynasties and learn about the history of Islam and the contemporary history of Kurdistan and Iraq.

Citizenship section helps students explore the concepts and social dynamics like family, family types, family relationships, social groups and interactions, tasks and responsibilities of a citizen, fundamental laws, social norms and morals that will guide their lives in their social networks.

The courses are instructed with a textbook -prepared and approved by the Ministry of Education- along with 'richbooks' and rich online and interactive resources. The concepts and contents covered are related to requirements of the State Exams to complete key stages and Wezary (National Bachelorette) Social Studies Subject standards and skills.

L.4. Democracy and Human Rights

Democracy and Human Rights study for high school is offered within the teaching guidelines, regulations and requirements of the Ministry of Education. It aims to promote civic competence—the knowledge, intellectual processes, cultural and socio-cultural awareness, self respect, and dedication to national and traditional values required of students to be active and engaged participants in public life.

The course aims to enable students to better understand the concepts and dynamics of democracy and human rights as both a thinker and a citizen. The course explores the global and local experiences within the stages of democracy and human rights throughout history. The course covers *"Historical Background for Human Rights, Stages of the development of Human Rights, Declaration of Human Rights, Historical Background for Democracy, Democracy with its Dynamics and Institutions, The Community's Experiences and Struggles for Democracy and Human Rights."*

The course is delivered with a textbook -prepared and approved by the Ministry of Education- alongside activities and projects that serve course outcomes. The concepts and contents covered are related to **Wezary** (National Bachelorette) Subject standards and skills.

L.5. Religious Studies

The course covers the standards of Islamic Studies established by the Ministry of Education. The course provides students with essential knowledge, skills and values needed to have a sound understanding of Islamic faith exploring different aspects such as: Morals and Ethics in Islam, Good Manners and Sense of Responsibility, The Prophet's life and other Prophets' lives, Basics of Islamic Jurisdiction for life, Basics of Islamic Theology, Quranic verses and Hadith.

The course is delivered with a textbook -prepared and approved by the Ministry of Education- alongside activities and projects that serve course outcomes. The concepts and contents covered are related to Wezary (National Bachelorette) Subject standards and skills.

M. Fine Arts and PE

M.1. Art

Art courses cover the fundamental standards of Fine Arts Studies established by the Ministry of Education. Fine Arts courses aim to equip students with theories, principles, and understanding of arts along with practical skills that will assist them to explore their aesthetic potential. They learn fundamentals of art and also learn to appreciate traditional forms along with universal and modern principles and practices.

While grade level based Art is taught at the introductory level for grade levels, individual students who show exceptional artistic potential are supported to master their skills. Students are introduced to the language of the visual arts through the framework of the Elements and Principles of Design (line, shape, form, value, space, texture and color) & (emphasis, rhythm, movement, unity, pattern, balance and contrast). Students learn fundamental practices like pencil blending, use of linear perspective, basic color mixing and acrylic painting techniques, 3-D design and self-portraiture.

Additionally, students will gain an understanding of the creative process through visual problem solving, brainstorming, editing, re-working and reflection. Historical and contemporary artists and styles will be incorporated

into many projects in order to provide cultural understanding and context. students will be able to gain an appreciation for the visual arts and a sense of pride in their accomplishments during this course.

M.2. Music

Music courses cover the fundamental standards of Musical Studies established by the Ministry of Education. Music courses aim to equip students with theories, principles, and understanding of arts along with practical skills that will assist them to explore their aesthetic potential. They learn fundamentals of art and also learn to appreciate traditional forms along with universal and modern principles and practices.

While grade level based Music is taught at the introductory level for grade levels, individual students who show exceptional musical potential are supported to master their skills. Students are also guided and directed towards the instruments and music type fitting their interests and potential.

The Music course is designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. Throughout the course of the year students will study basic notation, scales, key signatures, intervals, triads, cadences, non-chord tones, form, part-writing and analysis of a score. Aural dictation and ear training are also an integral part of the course and will be taught throughout the year. Individual creativity is nurtured through both rhythmic and melodic composition.

M.3. Physical Education (PE)

Curricular framework for Physical Education courses are established and guided by the Ministry of Education. The purpose of the PE courses is to enable students to demonstrate individually and with others, the physical skills, practices and values to enjoy a lifetime of active, healthy living. Students explore, learn and play different types of sports, which will also help them explore their athletic potential. The Physical Education program is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. The courses aim to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.

We aim to provide every student with a wide variety of physical activities and challenges that will contribute to the development and maintenance of their

physical, cognitive, and affective well being. Ultimately students will be provided with the foundation for making informed decisions that will empower them to achieve and maintain a healthy lifestyle.

Through a variety of instructional strategies, students practice skills that demonstrate: competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; regular participation in physical activity to achieve and maintain a health enhancing level of physical fitness; responsible personal and social behavior that respects self and others in physical activity settings; value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction; and physical activity as critical to the development and maintenance of good health.

N. Languages

N.1. Turkish

Turkish as a foreign language is offered at our schools within the Common European Framework of Reference for Languages (CEFR) and the American Council Foreign Languages Teaching (ACTFL) Qualification Guide. Turkish courses are designed with modern language teaching techniques, and aim to teach Turkish quickly, easily and effectively.

Students are assisted to develop their ability to communicate effectively in Turlish language. The course is designed in a coherent and constructive model in which students start from very beginning and develop through effective verbal and written communication in Turkish language. Courses are aimed to develop four basic skills: reading- writing-listening-speaking. The students learn to express themselves freely in any daily topic. Particular attention has been paid to ensure that the contents of the unit are from the world, interests and needs of the students, and functional.

The course is instructed with a textbook endorsed by rich digital interactive resources, projects, and handson activities.