

State of Kuwait

KUWAIT NATIONAL CURRICULUM
Primary Education

Curriculum and Standards
Arabic Language

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Foreword

The Curriculum for Arabic Language in Primary Education (Grades 1 through 5) is an integral part of the overall Kuwait National Curriculum. On the one hand, it describes the system of learning experiences Arabic Language offers to students in the first five years of their schooling; on the other hand, the document highlights the ways in which Arabic Language is connected to other subjects of the National Curriculum, contributing, all together, to the full development and personal growth of the students to the level of achievement established in the National Curriculum for the end of Primary Education.

The Curriculum for Arabic is addressed to teachers, students and parents, as well as to education policy makers, leaders and managers, supervisors, school principals and heads of departments working at different levels of the educational system.

This document aims at supporting you to reflect on the current curriculum, explaining how the new curriculum can support you to improve the learning outcome of your students based on national and school-based priorities. The new curriculum is also meant to guide discussions with your colleagues, and stimulate your own thinking. Such reflection can offer tangible support to help to improve your everyday classroom practices and assure better learning for your students.

The present Curriculum document is structured in three parts:

- The first presents the essentials of primary education in the new National Curriculum;
- The second introduces the new curriculum for Arabic Language;
- The last part offers suggestions to teachers and school principals for implementing the curriculum.



Part I

Curriculum and Standards for Primary Education

1. Curriculum for Primary Education: A component of the Kuwait National Curriculum

1.1. Kuwait National Curriculum

The Curriculum for Primary Education (Grades 1-5) is defined as the overall system of the subject curricula and standards for Grade 1 to 5 is an essential part of the Kuwait National Curriculum.

The Kuwait National Curriculum covers the system of learning experiences offered to students through all subjects in terms of knowledge, skills and attitudes/values from Kindergarten to Grade 12 by relevant educational institutions. Therefore, the Kuwait National Curriculum defines, by necessity, what students should know, be able to do, and how they are expected to reflect their attitudes as values-oriented human beings as a result of their learning process.

1.2. Kuwait National Curriculum Framework

The Curriculum and Standards for all stages of the educational system (i.e., Primary, Intermediate and Secondary) and for all school subjects are developed based on the same conceptual foundation and set of common curriculum statements defined by the Kuwait National Curriculum Framework.

The Kuwait National Curriculum Framework is the leading document of the Kuwait National Curriculum. It defines what is common for all components of the Kuwait National Curriculum in terms of:

- Conceptual foundations;
- Key curriculum statements defining the vision, mission, basic principles and the philosophy of the new curriculum;
- The way in which the curriculum is organized in a Teaching Plan and, in this context, its underlying subjects or fields of knowledge.



A. Conceptual Foundations

The new Kuwait National Curriculum is conceptually a competence- and standards-based curriculum that aims at gradually developing in students a coherent system of competences that can be measured by means of curriculum and performance standards.

The Kuwait National Curriculum Framework and the subject curricula include:

- (a) Key competences at the end of Grade 12;
- (b) General competences; and
- (c) Specific competences (see Annex 1 for their definitions; see Annex 3 for the list of key competences).

Each subject curriculum is built having in view:

- Curriculum standards; and
- Performance standards (see Annex 2 for their definition).

B. Key Curriculum Statements

The Key Curriculum Statements define the vision, mission, basic principles, and the philosophy of the new curriculum. The main role of the curriculum statements – to be found in the Kuwait National Curriculum Framework - is to ensure horizontal and vertical consistency in the development of the:

- Kuwait National Curriculum as a whole;
- Subject curricula;
- Teaching and learning materials, including the textbooks, etc.

The Curriculum Statements have the role to “lead” the whole curriculum in terms of processes and products, including the subject curricula and standards. They determine, in a concrete way, the What?, Why?, and How?, based on what rationale, in which order and, last but not least, for what benefits children and students learn in Kuwait education.

In addition, the Curriculum Statements clearly guide policy makers, curriculum writers and school and education administrators in the process of designing, organizing, managing and evaluating school activities, and the effectiveness of these activities.

1.3. Subject Curricula

The Subject Curricula and Standards for all stages of education, Primary included, fully reflect the conceptual foundation and the provision of the Key Curriculum Statements as defined by the Kuwait National Curriculum Framework. As such, all subject curricula are built on the same overall curriculum vision, mission, educational philosophy, and principles that support students to achieve the key competences by the end of Grade 5. From an operational point of view, the core part of all subject curricula (Part II) is designed to fit into the following structure:

- Rationale
- General competences developed through the subject from Grades 1 to 5
- Performance Standards to be achieved by the end of Grade 5
- Scope and Sequence of the curriculum and standards from Grades 1 to 5



- Overview of the progression of the specific competences developed through the subject in Grades 1 to 5
- Grades 1 to 5:
 - General and Specific Competences developed, grade by grade with examples of learning activities and curriculum standards;
 - Learning content.

2. Curriculum for Primary Education: Specific characteristics

2.1 Primary Education: What is it all about?

In most countries, and Kuwait is no exception, Primary Education is the second stage of education, following Early Childhood (ECE) and Pre-school Education (PSE) in a systemic and consistent way.

Early Childhood and Pre-School Education are regarded as a period of rapid and substantial physical, cognitive, emotional and social development for children. During this phase of development, exposure of children to the basic systematic learning processes focuses on stimulating the child's curiosity about themselves, society, nature, knowledge, culture and new technologies. The aim of education at this age is also to stimulate the child's creativity and enthusiasm in approaching new experiences and facing real-life situations.

The transition from Early Childhood and Pre-School Education to Primary Education is supported when the school:

- Fosters the child's relationships with teachers and other children, and enhances the child's identity;
- Builds on the learning experiences that the child brings with him/herself;
- Correlates the child's experience in school and in real life experiences;
- Welcomes the family and the community as partners in the educational process.

The Primary stage in children's learning builds upon and makes connections with previous early childhood learning and experiences. Teaching and learning are supported by a wide range of experiences across a number of subject matters, with a focus on the key competences to be achieved at the end of Grade 12 as a result of structuring subject-related general and specific competences. Therefore, during this level basic learning habits are established, and cognitive, social-emotional and motor development is nurtured with special attention to building up positive attitudes towards learning so that children become aware of their potential and have a chance to fully develop different dimensions of their personality.

The subject curricula for Primary Education, including the Art Education Curriculum, take into account all these aspects, reflecting them at the level of the general and specific competences they aim at developing with students during the school years.



2.2 Statement of student's outcomes at the end of Primary Education

To give an overview of the students' profile at the end of Primary Education, a synthesis of the performance standards to be attained through each subject is presented below.

Quranic Studies

By the end of primary school, students who have fully developed their competence in Quranic Studies are expected to:

- Memorize the Holy Quran in a meaningful, active and participatory manner so that they understand the profound meaning of the Holy message contained in the Quran;
- Foster students to understand the Islamic verdicts and beliefs that are based on reason, evidence and Holy Scriptures;
- Observe and describe the beauty of the Quran Arabic language;
- Appreciate Islamic worship by mastering different skills needed to perform the messages from the Quran correctly.

Islamic Education

By the end of primary school, students who have fully developed their competence in Islamic Education are expected to:

- Identify the pillars of the Islamic faith;
- Discover the impact of adherence to Islamic behaviors and morals on the individual and on the society;
- Perform the ablutions and prayers properly and abide by appropriate Islamic behavior;
- Link daily behavior to Islamic values derived from the Prophet's Her/historical Biography;
- Communicate and interact positively with others;
- Elicit Islamic principles and values from the events of Islamic her/history;
- Apply Islamic ethical rules in daily life situations;
- Follow the ways of living of the Prophet (PBUH) and her/his Companions;
- Show the advantages of worship and its impact on the individual and the society;
- Assume responsibilities earnestly and efficiently.

Arabic Language

By the end of primary school, students who have fully developed their competences in Arabic Language are expected to:

- Use basic skills of reading and writing in standard Arabic;
- Apply basic reading strategies in Arabic to comprehend different texts selected as being appropriate to their level of comprehension;
- Use basic ways of listening and speaking in Arabic that are appropriate to their age ;
- Apply basic writing strategies in Arabic to express feelings, ideas and opinions or to articulate their imaginary Worlds;
- Use Arabic with confidence for different purposes in age-appropriate communicative activities;



- Transfer the communicative skills acquired in Arabic Language classes during Grades 1 to 5 to the study of other languages and other school subjects;
- Use experience, knowledge and skills from other domains they explore during Grades 1 to 5 to enhance their learning of Arabic grammar and to enable them to understand a variety of oral and written texts from literature, the media and everyday use ;
- Appreciate standard Arabic and be aware of its role in their personal development.

English Language

By the end of primary school, students who have fully developed their competences in English Language are expected to achieve level A2 as defined in the Common European Framework of Reference of Languages:

- Understand basic, standard English speech when it is carefully articulated and spoken slowly and clearly;
- Understand everyday English language expressions and recognize familiar words and basic phrases concerning themselves, their family, their school, basic facts about their country and immediate concrete surroundings or needs when people speak slowly and clearly and include appropriate pauses to allow them to get the meaning;
- Participate confidently in exchanges of questions and answers in English about familiar topics;
- Speak with appropriate speed and expression to communicate in English what is being said, using different voice levels when speaking in a variety of situations;
- Show interest in reading various age-appropriate materials in English;
- Read and comprehend both fiction and non-fiction age-appropriate texts in English using skills and strategies of the reading process to make basic and reasonable predictions, suggesting a suitable title or ending to a story, inferring information and word meaning from a basic text using context clues;
- Compose well-constructed, grammatically, semantically and sequentially correct sentences in English in short paragraphs in a minimum of six sentences about their own experiences using proper writing strategies with the help of guide questions, words and pictures.

Mathematics

By the end of primary school, students who have fully developed their competences in Mathematics are expected to:

- Perform basic operations with whole numbers and decimal numbers;
- Identify and describe basic properties of geometrical shapes;
- Use ad-hoc and standard units to measure and compare lengths, weights, capacities and volumes;
- Use time and money in everyday-life's basic problem-solving situations;
- Investigate and solve straightforward, basic problems using methods at hand, including basic graphs and diagrams for representing data, in the surrounding environment and in basic mathematical contexts;
- Use logic and reasoning to answer questions, clarify ideas, respond to instructions, engage in constructive discussions with classmates and the teacher, to develop an oral or written plan for explaining approaches in solving and posing problems;



- Show curiosity and pleasure to discover and employ patterns based on fast recall of number facts and basic mathematical strategies;
- Demonstrate confidence and perseverance in approaching problems using tools at hand to evaluate the rational nature of answers;
- Show interest in learning from others and in helping others in problem-solving activities.

Science

By the end of Primary Education, students who have fully developed their competences in Science are expected to:

- Observe and explore the scientific World around them related to living organisms, natural phenomena, science-related technology and their connections with learning in other subject areas appropriate to their age group;
- Use observational skills adapted to their level of understanding to seek basic explanations for behavior related to basic needs, habitats, development and survival through a study of living organisms, including themselves;
- Undertake basic investigations appropriate to the level of grade 5 using basic scientific instruments and equipment appropriate for the level of the students on phenomena associated with the weather, the soil, the water cycle and energy changes;
- Formulate basic values and concerns relevant for their age group, associated with health, safety, care of nature and the environment;
- Communicate, in a way that may be expected from their level of knowledge, about the Earth's upper atmosphere, our solar system and interrelated technologies for exploring space or supporting modern life.

Social Studies

By the end of primary school, students who have fully developed their competence in Social Studies are expected to:

- Describe the main characteristics of the State of Kuwait, as compared to other countries;
- Distinguish between the rights and duties of children as individuals living in the current day society;
- Interact within social groups according to rules, laws and regulations;
- Behave morally in everyday life situations;
- Make and assume basic decisions in familiar contexts.
- Use various means for communicating adequately with peers and adults;
- Contribute to reserving local and national resources;
- Respect and preserve the national heritage of Kuwait ;

ICT

By the end of primary school, students who have fully developed their competence in ICT are expected to:

- Explore and manage information correctly, critically, creatively and responsibly;
- Choose and use digital tools for their appropriate purposes in everyday life situations;



- Use digital tools creatively and responsively for communicating, producing, processing, analyzing, sharing and presenting information based on their level of knowledge;
- Identify and recognize digital devices and tools by functions;
- Install basic computer tools relevant to their age, for example a text and graphic editor, computer games and multimedia;
- Initiate innovative basic learning models and projects based on their level of learning;
- Use digital tools in a safe and ethical manner.

Art Education

By the end of primary school, students who have fully developed their competence in Art Education are expected to:

- Enjoy experiencing visual arts through seeing and producing art examples that are appropriate to the age level of the students;
- Recognize the elements of the visual arts, including line, form, color and texture in artistic works that match their level of understanding;
- Create art in a variety of media including sketching, drawing with colored pencils, cutting colored papers and making art with any form of available materials to bring out the student's imagination and creativity in and outside the school;
- Be aware of and enjoy the most common art traditions in Kuwait and other parts of the Arab World throughout her/his history;
- Appreciate ways the arts serve to instill Islamic principles and develop a feeling of national unity.

Music Education

By the end of primary school, students who have fully developed their competence in Music are expected to:

- Enjoy experiencing music appropriate to the students' age, through listening and performing;
- Recognize the elements of rhythm, melody, form and harmony in basic music appropriate to their level of learning;
- Be able to perform vocally, and on a variety of basic music instruments to a level of proficiency matching their level of learning;
- Be aware of and enjoy the most common music traditions of Kuwait and other parts of the Arab World as they serve to communicate traditions of interest to them at their age level;
- Employ current technological devices such as computers and tablets to their World of music-making and music information gathering.

Physical and Health Education

By the end of primary school, students who have fully developed their competence in Physical and Health Education are expected to:

- Enjoy experiencing physical activity through participating in and observing other people doing sporting events;
- Understand rules and regulations related to sport activities appropriate to their age interests;



- Perform physical activities appropriate to their age and physical capability that include controlling a ball, controlling rolling and jumping and controlling movements with a hoop in a number of ways;
- Understand the benefits of good health activities and apply these activities in their daily lives;
- Understand a variety of sports safety issues and apply them in sport activities appropriate to their age;
- Relate well, in a good sporting ways, with other team mates and/or sport competitors when winning or losing a sporting event;
- Practice good motor skill activity to develop good physical fitness and abilities needed for a productive life in a strong and healthy Kuwait.



Part II

Curriculum and standards for Arabic Language

1. Rationale

1.1 Arabic Language

Arabic Language as a subject involves the development of communication and thinking for exploring the world and the self in one of the most widely spoken languages of the World. The subject facilitates a coherent and comprehensive approach guiding the students to knowledge, communication skills, moral and aesthetic values, traditions and beliefs, as well as broad cultural awareness (i.e. language awareness; awareness of one's own cultural heritage).

Arabic Language encompasses the experience, study, and appreciation of language, literature, and communication. Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of teaching and learning in Arabic Language. The subject's foundation is a broad conception of text: Texts that may be spoken and written, imaginative and factual, figurative, vocal and graphic, or combinations of these text types. By engaging with text-based activities, students become skilled in listening and speaking, reading and writing, viewing and presenting.

For citizens of Kuwait, the ability to communicate in the Arabic language is one of the basic competences for participating in social life, success in school, happiness in one's personal life, the ability to acquire professional skills, and lifelong learning of information in a global society.

Teachers need be aware of the fact that a students' mother tongue is the basis of learning: for the student, as language is both an object and an instrument of learning. Mastering the Arabic language is fundamental to success across the curriculum. All school subjects require students to receive, process, and present ideas and information using the Arabic language as a medium.

The study of Arabic Language involves specific language learning processes that need to be developed in an integrated manner including listening, speaking, reading, viewing, writing and using.. Language learning also involves learning non-verbal ways of communicating ideas, feelings, and opinions. The application of these interrelated language processes is fundamental to the development of language abilities, cultural and intercultural understandings, critical and creative thinking. This view is specific to a communicative-approach to language and text learning.

To educate responsible citizens in the state of Kuwait -- and responsible citizens of the World -- the Arabic Language curriculum was developed having in view the ongoing evolving education needs of students and society of Kuwait. Also, the actual curriculum took into consideration the gained experience in the field of mother-tongue curriculum in Kuwait and other Arabic-speaking countries, along with the contemporary worldwide tendencies in teaching and learning one's mother tongue. The curriculum for Arabic Language was shaped



by the idea of enabling students to use language effectively for learning and communication in personal and public contexts. This implies that the instruction must be founded on the students' linguistic and cultural skills and experience, and must offer opportunities for diversified communication, through which they can build their own identity and self-esteem.

Despite the differences in dialects spoken in Kuwait, it is however easy to understand and study them. Moreover, the Arabic language is not difficult to be understood by the student who had, prior to schooling, – often – heard it to some degree on radio, TV or in the cinemas, from hearing their parents read the Quran or through listening to educational software, voice tapes and the like.

The aforementioned signifies that students are unlikely to encounter problems when learning the Arabic language through the skills of listening and reading. However, in speaking and writing skills, students may encounter difficulty in practicing them without resorting to the use of dialect.

It is noteworthy to mention that teachers – at the elementary level, in particular - are required to use the Arabic language in the classroom with a view to strengthen the students' ability to read it and encouraging the students to speak it. However, this requirement has not materialized and, thus results in students who are not proficient in the Arabic language.

Therefore, it is imperative to pay careful attention to the development of Arabic language skills and to develop communication through it, simplifying it so as to help students to understand, accept and practice it.

1.2 The Goal of Teaching Arabic Language

Arabic Language aims to strengthen learners' belonging to their language (the language of the Holy Quran) and deeply fostering their national identity, sense of belonging to the Kuwait State and the capacity to understand their own culture, and also manage diversity and differences peacefully and productively.

Arabic Language aims at supporting students to manage real-life situations and problem solving when listening, speaking, reading, viewing, and writing texts in this language. This subject also contributes widely to the development of students' national, regional (the "Gulf") and global identity, the sense of belonging to the wider current day world and the capacity to understand the correlation and ways of complementing their own culture with other cultures.

Therefore, throughout the entire period of schooling (grades 1 to 12), the subject curriculum for the Arabic language aims to enable students to:

- Appreciate and value the classical Arabic language, and also be aware of and value the diversity of Arabic dialects used in Kuwait;
- Use their mother-tongue in a correct, fluent and creative way;
- Use the Arabic language with increasing confidence in a range of personal and public situations;



- Access a broad range of Arabic literary texts and develop an appreciation of Arabic literature;
- Use media in Arabic to understand the surrounding world;
- Express their ideas and feelings, engage in productive dialogue and use language effectively in oral and written forms of communication;
- Gain knowledge, skills and attitudes towards the values, beliefs and traditions of the Arabic culture and of other cultures;
- Successfully transfer the learning skills from the Arabic language to the study of other languages and other school subjects;
- Develop understanding of themselves, others and the world in which they live;
- Appreciate literary and cultural creations written in the Arabic language.

1.3. The Organization of the Arabic Language Curriculum

Arabic Language is studied in Kuwait as one of the main “functional literacies” schools in Kuwait offer to students. The subject is taught from grade 1 to 12. During these years of study students acquire, in an integrated way, the skills of listening and speaking, reading and viewing and writing and presenting in order to use them meaningfully in different and diverse contexts, with accuracy, fluency and purpose

Based on the balanced presence in the subject curricula of specific elements such as grammar, vocabulary, syntax, orthography, literature, rhetoric, stylistics and pragmatics learners will develop the competences mentioned in the present curriculum.

For ensuring the continuity with what students learn during primary education in other subjects, the present curriculum has some dominant topics for each grade:

Grade 1: My family and School

Grade 2: Town and Neighborhood

Grade 3: Me and My Country

Grade 4: Our world

Grade 5: The Universe

The progressive image-expansion of these topics is to enlarge the interest and perspectives of the learners through the study of the Arabic language advancing from the self (and the familiar, local surroundings) towards the country, the world and the universe. -

Grades 1 and 2 mostly focus on building the basis of literacy with respect to reading and writing, to listening and speaking. Teachers need to be aware that students may have different language acquisitions at this point and that instruction is to consist of diverse oral and written communication that is connected with the learners’ day-to-day life.



Grades 3 to 5 consolidate the communicative competences acquired during the first two grades and also should develop the fundamental skills in the Arabic language. The objectives of the instruction are the learning of fluent reading and writing techniques, a deepening of reading comprehension, the diversification of contexts for all communicative skills. Reading literature and writing different texts are meant, primarily to develop students' reading and writing proficiency, but also they are meant to encourage imagination and creativity. Students should gain practice with sharing and processing their own reading experiences.

Grades 6-9 focus on language awareness (vocabulary, phonetics, morphology and syntax), and also on reading and writing strategies. The processes of receiving and producing communication will be practiced in diversified contexts and texts. Having in view the age of the students, their capacity of critical thinking and their interest for social problems are to be stimulated.

Grades 10-12 focus on developing the cultural competences. The study of the Arabic literature and world literature contributes to students' developing a sense of identity, their awareness of Kuwait's cultural heritage, and their understanding of the world.

The "General Competences" developed through Arabic Language (presented below) cover in an integrated way: (I) Knowledge; (II) Skills; (III) Attitudes, values (tolerance, respect, curiosity – perseverance, etc.).

The curriculum architecture of the Arabic Language is built on a set of General Competences broken down under the section Scope and Sequencing into specific competences, examples of learning activities recommended to be carried out in the classroom, as well as underlying Curriculum Standards.



2. General competences developed through the study of Arabic Language

- 1.** Listening and speaking by using different strategies in a variety of contexts for exploring the world and the self.
- 2.** Reading and viewing a range of texts by means of different strategies in a variety of contexts for exploring the world and the self
- 3.** Writing and using various forms of representations in a range of texts by means of different strategies in a variety of contexts for exploring the world and the self



3. Performance standards to be achieved by the end of grade 5

General Competences	Performance Standards
1. Listening and speaking by using different strategies in a variety of contexts for exploring the world and the self.	By the end of grade 5, students who have fully developed their listening and speaking competence as described in the primary curriculum for Arabic Language are able to: • differentiate the types of texts they listen to (literary, informative, scientific, instructions etc.); • identify the main purpose of an oral message they listened to; • determine the main ideas of an oral text; • distinguish facts from opinions when they listen to oral presentations; • summarize orally a text they read or heard; • stories of their own, following a clear chronology of events; • describe objects, persons, places, natural phenomena etc., using visual support (photos, drawings etc.); • clearly present information and opinions about different topics, using standard oral Arabic; • exchange opinions with others, following simple rules of conventional politeness; • explain orally the relation between the main ideas in a text and their personal experiences; • use elements of non-verbal communication (gestures, eye contact, movements etc.) for expressing their ideas and feelings; • discriminate between standard Arabic and different dialects of Arabic used in and outside the school, and begin understand when to use each.



2. Reading and viewing a range of texts by means of different strategies in a variety of contexts for exploring the world and the self.

By the end of grade 5, students who have fully developed their reading and viewing competence as described in the primary curriculum for Arabic Language are able to:

- identify the main purpose of texts from different sources (dictionaries, encyclopedia, magazines, books for children etc.), suited for this level;
- locate information in a text using its sections, text boxes, and headings, and identify relevant information in a book using elements such as table of contents, glossary, or acknowledgements;
- find directly stated information in a written text and in tables or charts;
- identify a sequence of events in stories or news reports;
- make links between information from different parts of a text or between text and images in order to understand the ideas of a text (e.g. predict the end of a story; figure out a character's behavior from an illustration);
- draw simple inferences when reading a text (about place and time, cause and effect, or about a character's feelings resulted from his/her behavior etc.) and give text based support for such inferences;
- determine the meaning of some unfamiliar phrases and words, using their understanding of the text in which these words are placed; discriminate between the main ideas and supporting details in a text;
- make connections between what they read and their similar or outstanding personal experiences that help them understand situations of persons or characters presented in a text;
- exchange impressions and opinions about the text they read (e.g. favorite characters, the resolution of the conflict etc.)



3. Writing and using various forms of representations in a range of texts by means of different strategies in a variety of contexts for exploring the world and the self.

By the end of grade 5, students who have fully developed their writing competence as described in the primary curriculum for Arabic Language are able to:

- Write a clear coherent short narrative text, following the chronology of events and using appropriately the verb tenses;
- Write a clear short informative text (advertisements, news), using, if necessary, diagrams, tables for structuring the information;
- Create a written presentation together with peers, using visual support or digital devices if necessary.

When writing these texts, students are able to

- use standard Arabic properly,
- combine long and short sentences,
- use connectors to relate different ideas choosing different words for variety
- use a proper writing style (Naskh and Reqqa), with accurate spelling and adequate punctuation (full stops, commas, question marks, exclamation marks, colons and brackets).



4. Scope and Sequence

4.0 Overview of the specific competences developed through the study of Arabic Language in grades 1-5

General Competences	Specific Competences for Grade 1	Specific Competences for Grade 2	Specific Competences for Grade 3	Specific Competences for Grade 4	Specific Competences for Grade 5
	Dominant Topics for Grades 1 to 5				
	My family and School	Town and Neighborhood	Me and My Country	Our World	The Universe
1. Listening and speaking by using different strategies in a variety of contexts for exploring the world and the self.	A range of realities/texts 1.1 Listening to short texts (instructions, presentations made by teachers or peers, poems, chants and stories) on familiar topics specific for this grade	1.1 Listening to short texts (instructions, presentations made by teachers or peers, directions, chants, stories, poems) on familiar topics specific for this grade	1.1 Listening to texts (instructions, presentations made by teachers or peers, chants, stories, poems, conversation and news) on familiar topics specific for this grade	1.1 Engaging effectively in discussions with teachers and peers on texts (audio documentaries included) and topics specific for this grade	1.1 Engaging effectively in a range of collaborative discussions with diverse partners on texts (audio documentaries included) and topics specific for this grade



	1.2 Presenting information, ideas, feelings related to different texts or familiar topics (family, school, games) in short sentences.	1.2 Presenting and exchanging information, feelings and ideas related to different texts or familiar topics (facilities of residential area such as: public garden, cooperative society etc.) in short monologue and dialogue.	1.2 Presenting and exchanging information, feelings and ideas related to different texts or familiar topics (national holidays – personalities etc.)	1.2Presenting and exchanging information, feelings and ideas related to different literary and nonliterary texts (scientific texts included.)	1.2Presenting and exchanging information, feelings and ideas related to different literary and nonliterary texts (scientific texts included.)
	A range of operations 1.3 Identifying sounds, syllables, words and information in a short oral message that is clearly uttered.	1.3 Identifying sounds, sequences, words with specific meanings, the main ideas in short oral messages that are clearly uttered.	1.3 Listening carefully in order to identify the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.	1.3 Paraphrasing parts of a text read aloud or information presented in diverse media and formats.	1.3 Summarizing a written text read aloud or information presented in diverse media and formats.



	1.4 Expressing ideas, feelings, information, in short sentences using proper sounds by imitating teachers or with the teacher's support.	1.4 Expressing ideas, feelings, information, in short clear sentences, using proper sounds of the Arabic language.	1.4 Reporting on a topic or text, telling a story or recounting an experience, speaking clearly.	1.4 Reporting on a topic or text, telling a story or recounting an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.	1.4 Reporting on a topic or text or presenting an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.
	A range of attitudes 1.5 Listening carefully and speaking politely, using familiar signals and words.	1.5 Listening to others' ideas and respecting social conventions in conversation and cooperative play.	1.5 Following agreed-upon rules for discussions.	1.5 Following agreed-upon rules for discussions and carrying out assigned roles.	1.5 Following agreed-upon rules for discussions and carrying out assigned roles.
	A range of connections 1.6 Speaking about family and school using knowledge from other school subjects.	1.6 Presenting news about their town and neighborhood resorting to skills and knowledge from other school subjects.	1.6 Exchanging information and feelings about Kuwait, using knowledge and skills acquired in other school subjects.	1.6 Exchanging information about Arabic Gulf countries and other countries they may have visited using skills and knowledge acquired in other school subjects.	1.6 Presenting their knowledge of the Universe, resorting to what they learned in other school subjects.



2. Reading and viewing a range of texts by means of different strategies in a variety of contexts for exploring the world and the self.	A range of realities/texts 2.1 Reading composite texts appropriate for their age (print in the classroom, comic strips, books written in large clear letters.)	2.1 Reading for information and entertainment composite texts adequate for their age (comic strips, big books illustrated stories and poetry for children.)	2.1 Reading for information and entertainment including narrative and informative texts adequate for their age (stories, poems, proverbs encyclopedias for children, dictionary.)	2.1 Reading for information and entertainment, including a range of modern and classic fiction for children, religious, history/ social studies, science, technical texts.	2.1 Reading independently for information and entertainment, including modern and classic fiction for children, religious, history/ social studies, sciences, and technical texts, texts drawn from a variety of cultures and traditions.
	A range of operations 2.2 Identifying letters and words and associating letters and sounds in order to read short sentences.	2.2 Identifying explicit information and making predictions.	2.2 Determining the main idea by asking questions and finding key words.	2.2 Determining the main idea of a text, explaining how it is supported by key details, and drawing simple inferences from the text.	2.2 Determining the main idea and the theme of a text, explaining how it is supported by key details, drawing simple inferences from the text and summarizing the text.



	2.3 Identifying words and phrases in stories and poems that refer to feelings and emotions.	2.3 Identifying unknown words and phrases in a text and asking and answering questions about their meaning.	2.3 Determining the meaning of unknown words and phrases in a text and distinguishing between literal and nonliteral language.	2.3 Determining the meaning of words and phrases in a text, including figurative language used in common expressions or sayings.	2.3 Determining the meaning of words and phrases in a text including figurative language such as similes and epithets.
	2.4 Identifying specific aspects of informative texts (e.g., pictures, charts) and use basic terminology and conventions of books.	2.4 Recognizing common as well as unique characteristics of different written and visual texts (e.g. poetry, films, encyclopedias.)	2.4 Recognizing the structure and terminology of books (cover, illustration, dedication, table of contents, page, chapter.)	2.4 Skimming and scanning titles, visuals, headings, tables of contents, indexes and lists in order to comprehend written, visual and composite texts.	2.4 Skimming and scanning titles, visuals, headings, tables of contents, indexes and lists in order to comprehend written, visual and composite texts.



	2.5 Using different ways of reading to gain fluency and speed (reading aloud, silent reading, collective and collaborative reading, reading after model.)	2.5 Using different ways of reading to gain fluency and speed, passing step by step from reading with support to independent reading.	2.5 Using different ways of reading to gain fluency, accuracy and expressiveness (reading without errors and with appropriate intonation.)	2.5 Reading without errors, with appropriate intonation, showing understanding of the text.	2.5 Reading without errors, with appropriate intonation, showing understanding of the text.
	A range of attitudes 2.6 Showing curiosity towards decoding the significance of messages expressed visually in familiar contexts.	2.6 Engaging, with imagination and creativity, with reading composite texts.	2.6 Engaging, with imagination and creativity, when reading different texts.	2.6 Sharing responses with other children and with adults to cultivate a community of readers.	2.6 Sharing responses with other children and with adults to cultivate a community of readers.
	A range of connections 2.7 Identifying topics in what they read and have approached in other school subjects.	2.7 Identifying explicit information about their native region in simple texts from other school subject domains.	2.7 Looking for information about Kuwait in a diversity of texts from different school subjects and finding main ideas.	2.7 Using their knowledge and skills from other subjects to understand different texts about the Gulf Region and the world.	2.7 Comparing views about the Universe presented in texts connected to different school subjects and in literature.



3. Writing and using various forms of representations in a range of texts by means of different strategies in a variety of contexts for exploring the world and the self.	A range of realities/ texts 3.1 Using a combination of drawing and writing to obtain short sentences on familiar topics.	3.1 Writing short, informative and narrative texts on familiar topics using drawing and writing skills.	3.1 Writing short, informative and narratives texts on a familiar topic or about a national tradition.	3.1 Writing short, narratives, poems, reports, explanations, instructions and commentaries to investigate a variety of topics.	3.1 Writing short, narratives, poems, reports, explanations, instructions, commentaries to investigate different topics.
	A range of operations 3.2 Write simple words using different sounds, and using also the computer for learning to write letters or for writing short sentences, individually or in collaboration with peers.	3.2 Writing short texts using a variety of tools (digital included) to produce and publish writing, including in collaboration with peers.	3.2 Writing short informative texts and narratives, using illustrative and effective techniques (details, clear ideas, appropriate connectors and event sequences) and / or modern technology.	3.2 Writing informative texts and narratives, using effective techniques (headings, details, precise language, clear event sequences, dialogue, description.)	3.2 Writing informative texts, narratives, and short descriptions using effective techniques (headings, relevant details, clear event sequences, dialogue, description, conclusion.)



	A range of attitudes 3.3 Showing persistence in learning to write fluently.	3.3 Recognizing the value of writing for remembering and developing ideas.	3.3 Showing interest in writing clear, simple and short sentences on familiar topics.	3.3 Showing interest in writing for different purposes.	3.3 Showing interest in writing for different purposes.
	A range of connections 3.4 Using skills from different school subjects to create a short composite text (words and images) about their family, their house or their school .	3.4 Creating a simple short composite text (words and images) about their native place5	3.4 Using words, symbols and graphic organizers to structure information about their country	3.4 Writing a short text in which they express their opinion about an important issue of the world, using their knowledge and skills acquired in other school subjects	3.4 Writing a short text about how they imagine the Universe could change in 1000 years, using their knowledge from other school subjects



4.1. Grade 1

4.1.1 Competences, Learning Activities and Curriculum Standards

General Competences	Specific Competences	Examples of Learning Activities	Curriculum Standards
1 Listening and speaking by using different strategies in a variety of contexts for exploring the world and the self	A range of realities/texts 1.1 Listening to short texts (instructions, presentations of teachers or peers, songs, poems and stories) on familiar topics specific for this grade.	• Listen to colleague that presents a game he/she loves to play, using short, clear sentences expressed in proper Arabic language, and using visual or other materials that support their ideas. After the student presents the game, the others ask questions or make short comments. • Listen to chants or rhymes played on an audio device about the country, family and school and present the ideas they understand from them. • Students show they understand the teachers' instruction by certain gestures (hands up, showing colored cards or smiley faces etc.) or simply by following the instruction. • Listen to stories read by their teacher or taped on an audio device; they ask and answer questions about what they understand/ need to clarify. • Respond orally in short proper sentences to simple questions addressed by the teacher regarding a text they listened to (a story, news), proving they listened attentively.	Students are able to: 1.1 express orally or by their behavior their understanding of a short oral text about family, school or games.



1.2 Presenting in short sentences information, ideas, feelings related to different texts or familiar topics (family, school, games.)

- Presents the content of a picture or own drawing orally representing their family, using short sentences and proper pronunciation.
- Collective exercises of pronouncing words including consonant syllables and stressed syllables, using word cards and pictures of the respective words.
- Presents information about themselves orally, using the pronoun (I) and information about his family using the pronoun (We), using his own and his family's pictures; then, in three minutes, they answer the peers' questions regarding the presentation.
- Describe pictures displayed in the classroom using short proper sentences.
- Each student receives different images of places, school objects, animals or persons on playing cards; they describe in short sentences what they see in the image, without mentioning what the picture represents; the colleagues will try to guess what the student is describing.
- Express their ideas and feelings in the Arabic language resorting to the dialect – if necessary – and then the teacher and peers guide them to transform colloquial terms into standard language.

1.2 present simple information and personal experiences about family, school, games etc., in short clear sentences, using different resources (images included.)



General Competences	Specific Competences	Examples of Learning Activities	Curriculum Standards
1	2	3	4
	A range of operations 1.3 Identifying sounds, syllables, words and information in a short oral message clearly uttered.	- Listen, through hearing a recorded puppet show or a play for children, to identify words including different long sounds such as Wa& Sa, and recites the sounds several times while focusing on the proper pronunciation. - Differentiate, by listening to a recorded play for children, the short sounds such as "الطاء في (وطني – طالع)", then distinguish the letter said by listening to different words, together with repeating uttering the sound of letter Sad . -Students identify the silent and stressed syllables, using words, and through the teacher's reading or the recorder, then recite the syllable verbally while focusing on the proper pronunciation.	1.3 divide speaking in lower units, such as sounds, syllables, words and differentiate between the form of some Arabic words used in school and in their familiar environment.
	1.4 Expressing ideas, feelings, information, in short sentences, using proper sounds, by imitating their teachers or with the teacher's support.	- Pronounce the alphabetic letters in short and long sounds after listening to them from various sources (teacher, recorder, iPad, etc.), and associate it with the picture of the letter. - Listen to a short poem or fragment of a poem about their school from their teacher; then recite the poem using proper sounds, together with acting the situation. - Listen to a recorded play or a story focusing on a topic. Then they are asked to identify the idea in a short passage, then to identify a word from that sequence (the teacher may show them a picture representing the word), and then to identify the sounds of the word. - Recite short poems or passages from the Quran on topics such as family or learning. Then they express their feeling or idea about it in a short sentence or by a drawing.	1.4 present short oral messages on familiar topics using proper Arabic sounds and words of the Arabic language.

	A range of attitudes 1.5 Listening carefully and speaking politely, using familiar signals and words.	• Pronounce courtesy phrases in a play about helping their peers in class. • Role play – My favorite family member/ pet/ toy/ game/ book/ friend/ place in my house/ remembrance related to my family/ to school etc. is; the students present their favorite family member/ pet/ toy/ game/ book/ friend/ place, expressing their feelings and attitudes to them. • Listen to a dialogue between two characters in a sound Arabic language, and express their preferences of one character and explain why they chosen it. • Retell a very short story they have listened to and question their classmates about the characters they admire. • In all the activities when other students or the teacher have to present something, they can listen attentively, without interrupting the speaker. They can raise a hand if they had a question, but they will ask the question only after the speaker finished his presentation.	1.5 ask and answer questions on short and simple texts they listened to while showing interest in doing so, and observe politeness when talking to their teacher or classmates.
	A range of connections 1.6 Speaking about family and school using knowledge from different other school subjects.	• Listens to a verse from the Quran read by the teacher referring to family or learning and speaks about their meaning. • Present orally his/her family, referring also to what they know about family from Social Studies. • Use numbers and addition to count family members or objects in the classroom.	1.6 use their knowledge or skills acquired in other school subjects in order to present clearly their family, home, school.



2. Reading and viewing a range of texts by means of different strategies in a variety of contexts for exploring the world and the self.	A range of texts 2.1 Reading composite texts that are adequate for their age (print in the classroom, comics, big books.)	• Look through different printed materials that combine writing with illustration/drawings, discussing the differences between illustration and calligraphic writing. Work in group to identify the common aspects and the differences between calligraphic writing and drawing/illustration • Group work: Compare the writing in Arabic language to other languages that uses similar or different forms of writing. They will receive examples with different types of writing in different languages. • Use collaborative reading of large-format books or comic strips. • Read the sounds of short and long letters with a correct pronunciation by imitating their teacher through the proper signboard. • Read the alphabet correctly in their name and in the names of the members of their family, using their own and other family members' cards and pictures. • Read short sentences about the games they prefer whereby their words contain silent or stressed syllables while highlighting to these syllables using different colors. • Read in turn with their peers advertisements for school trip or other announcements placed in visible places in the school.	2.1 distinguish between calligraphic writing and drawing in simple materials for to their age (illustrated fairy tales, short stories or poems, comic strips etc.)
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A range of operations

2.2 Identifying letters and words and associating letters and sounds in order to read short sentences.

In pre-alphabet stage (before learning the alphabet)

- Working with texts that include both texts and images (albums, comic strips).

The alphabet stage

- Observe and describe words that begin with the new letter they learn.
- Analyze a short sentence, grouping the words in sequences, having in view their meaning.
- Analyze the phonic components of the syllable that includes the new sound.
- Discover and exercise the pronunciation of the new sound. Recognize the sound in other words. The teacher presents the letter (print letter). Recognizing the letter in the textbook.
- Read the text in the text book with the teachers' support.

Post-alphabet stage

- Read the text in their mind or by whispering.
- Asking questions about the text.
- Model reading by teacher.
- Collective reading – reading together after model.
- Collaborative reading – reading in pairs, helping each other and discussing about what they read.
- Exercise identifying and naming the letters of the alphabet in short words or sentences, specific parts of words, including prefixes, suffixes, inflectional endings, plurals etc.

2.2 recognize the spelling-sound correspondences and recognize simple common words, with clear spelling patterns.



	2.3 Identifying words and phrases in stories and poems that refer to feelings and emotions.	• Read together, in groups of 3-4, a text that is composed by words and images (comic books, illustrated stories, games etc.) and identify words and phrases expressing emotions and feelings. • Look at the pictures and name a feeling or an emotion of people represented in the images.	2.3 link words and images to their meanings, by identifying, for example, words or images expressing feelings in a composite text.
	2.4 Identifying specific aspects of composite texts (e.g., pictures, charts) and using basic terminology and conventions of books.	• Group work: students look through different story books or reviews in different languages and identify different type of writing orientation. • Bring to school different encyclopedias for children or e-books, where they can find drawings, charts, tables. They will find the chapter they are interested in by skimming the pictures of the book/e-book. • Receive copies of different book covers; they have to identify the title of the book and the author and say what kind of book they think it is after its cover (an encyclopedia, a textbook, a fairy tale etc.). • Explore posters with texts and graphics and describe them to others.	2.4 recognize specific aspects of informative texts (pictures, charts), the name of the author and the title of the book, right-to-left and left-to-right orientation, top-to-bottom orientation, front-to-back orientation.



	2.5 Using different ways of reading in order to gain fluency and speed (reading aloud, silent reading, collective and collaborative reading, reading after model.)	• Read, addressing their teacher with the two pronouns of the speaker (I – we) in short sentences referring to their image and that of their family. • Teacher models different strategies to identify unknown words: word order, illustration, context, initial letter, root of the word. Students verify these options with unknown words in short sentences. • Practicing different types of reading: reading by syllables, oral and silent reading, reading by whispering the text, asking questions about the text, reading in turns, model reading, reading after model, collective and collaborative reading.	2.5 read without support simple familiar words, and read with support up to three short sentences.
	A range of attitudes 2.6 Showing curiosity towards decoding the significance of messages expressed visually in familiar contexts.	• Read short sentences alternately with their classmates about the school activity (the school schedule, program for the week, for example). They discuss about what they like or wish to carry out during the week. • Group work: reading a material presenting a new house through words and pictures. They will identify the parts of the house and some of the Arabic words corresponding to these. • Draw illustrations or write composite journals (simple words and images) regarding familiar topics (family, school, games). The students change then in pairs their journals. • Predict future incidents and outcomes in stories starting from book covers, illustrations, or short sequences of the story read aloud by the teacher. • Read words expressing some natural phenomena (sun – moon – night – day) and connects the words to the images indicating them. • Write their names on a badge; then they mix the badges in a bowl; one by one the students will look into the bowl, extract a badge and then find the colleague with the corresponding name.	2.6 make a little effort in order to find out something that interests them in a book.



	A range of connections 2.7 Identifying in what they read topics they approached in other school subjects too.	Recognize topics they also approached in other subjects when the teacher reads to them or when they look through a book or magazine. They present briefly what they know about that topic.	2.7 identify topics of read materials and associate it with similar topics they studied in other school subjects.
3 Writing and using various forms of representation in a range of texts by means of different strategies in a variety of contexts for exploring the world and the self	A range of texts 3.1 Using a combination of drawing and writing to compose short sentences on familiar topics.	- Use the alphabet to write their name and their father's name using alphabet cards. - Write short sentences about the names of the preferred games with words containing silent and stressed syllables by using e-learning materials/instruments. - Draw illustrations or write composite journals (simple words and images) regarding different texts they see (illustrated books, comic strips, big books) or different familiar topics: family (family tree), home (the plan of my house), school (our classroom). - Present the forecast for today, through drawing and writing.	3.1 combine drawing and writing to compose short messages.



	A range of strategies 3.2 Write simple words using different letters, using also digital tools for learning to write letters or for writing short sentences, individually or in collaboration with peers.	• Prepare the students for writing: demonstrative writing presented by the teacher; writing elements that are used in different letters of the alphabet. • Playful ways of learning to write – use plasticine, drawings, flowers, little sticks, blocks, collage, mime etc. • Use a basic graphic program/ word processor to draw the letters and to write short simple words. • Project group: Use digital tools, the students have to present a familiar topic: their favorite toy, game etc. • Connect dots or use colors when they learn to write a certain letter or different word. • Write the separate pronoun (I – we) in short sentences by drawing an image and using colors. • Complete sentences using the appropriate pronoun for them between (I – we). • Participate with their classmates in writing the announcement of a school trip in simple words. • Write, after dictation, words containing short or long sounds or simple sentences.	3.2 draw the letters of the alphabet and combine letters in writing simple familiar words.
	A range of attitudes 3.3 Showing persistence in learning to write fluently	• Share writing and other representations with others in a variety of ways: gallery tour, exchange their work with peers, presenting their work to their family. • Demonstrate desire to learn writing proficiently by participating with classmates in writing different short texts (with images included).	3.3 coordinate and organize words and line alignment (right to left), placing letters appropriately above or beneath the line.



A range of connections

3.4 Using skills from different school subject in order to create a short composite text (words and images) about their family, their house, their school.

- Create a short composite text about their family, using drawings and words.
- Make a plan of their room, indicating by words, pieces of furniture or other objects present in it.
- Work group: present something interesting about their school, creating a poster; they can use digital resources.

3.4 create simple composite texts to present their family, their house or their school



4.1.2 Learning Content

	Oral communication	Reading and viewing	Written communication	Language
Types of texts	instructions, presentations, songs, poems and stories.	print in the classroom, big books, verse of Quran, short stories and poems read aloud by the teacher, comic strips, announcements or notes; names (proper names, labels of products, names of shops or institutions etc.); informative and narrative texts.	Letter, word, simple sentence, announcement, short messages about a topic, dictation paragraph.	All texts read or produced in the other domains.
Specific concepts	- the sounds of the Arabic language. - spelling the letters of alphabet.	- letters of alphabets - spelling-sound correspondence - direction of words reading (from right to left and vice versa, from up to down and vice versa) - basic terminology and conventions of books and other print: book, cover, page, illustration - types of images (drawings, charts, photos etc.)	- letters of the alphabet - structure of words - handwriting and drawing - direction of writing	- sound, syllables, words, sentence - letters of the alphabet with their short and long sounds - consonant and emphatic syllables - Pronouns “I” and “We” - the structure of a simple sentence.



Specific strategies	• Exercise the proper pronunciation of the sounds of the Arabic language and some common words • Asking and answering questions • Presenting simple information and personal experiences	• Matching letter's sound and shape and vice versa • Identifying letters, words and sentences • Reading aloud • Collective reading • Collaborative reading • Asking simple questions for understanding the texts and responding to them.	• Writing dictation paragraph containing letters of alphabet with its short and long sounds.
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4.2 Grade 2

4.2.1 Competences, Learning Activities and Curriculum Standards

General Competences	Specific Competences	Examples of Learning Activities	Curriculum Standards
1. Listening and speaking by using different strategies in a variety of contexts for exploring the world and the self.	A range of realities 1.1. Listening to short texts (instructions, presentations of teachers of peers, directions, songs, stories, poems) on familiar topics specific for this grade.	• Role play: students listen to one of their classmates presenting a place in their town/ village, using short sentences and visual support (photos, maps); then, they may ask questions, make short comments or add information. • Participate in a dialogue in order to find out more about a place, to clarify, to inform about, and to give details about a place. • Give directions about how to get from home to different places, using maps or gestures indicating right, left etc. • Listen to stories or rhymes read by their teacher or taped on an audio device; they ask and answer questions about what they understand/ need to clarify in the story.	Students are able to: 1.1 initiate and sustain a short dialogue about something a speaker is saying or about different texts they listen to (presentations, directions, stories etc.)



1.2. Presenting and exchanging information, ideas, feelings related to different texts or familiar topics in short monologues and dialogues.

- Play the game of 'like and dislike': one student says: I like... (an object, a place, a game, a book, a person, a season, an animal etc.) because ...; another student responds to him/her, telling: I also like this... because/ I don't like this... (object, place etc.) because ...
- Share their own experiences and perceptions after a trip, a holiday, a visit, etc., having in view what they remember what they liked most. They can also present drawings or photos.
- Discuss in groups different possible solutions to simple problems regarding the familiar environment; then make a poster with their ideas.
- Experiment with different voices in role-playing a favorite story or a character in a cartoon.
- Express the facilities of their area in complete sentences and includes in their speech nunated(tanween) words after watching a videotape.

1.2 present clear information on familiar topics (his family, his town etc.), in short presentations or within a dialogue with the teacher or with peers.



	A range of operations 1.3. Identifying sounds, sequences, words with specific meanings, the main ideas in short oral messages that are clearly uttered.	• Use simple analysis of a sentence, using questions like who?, what is he/she doing?, where/ when/ why when hearing a presentation of the teacher or of their peers. Each student has the right to ask a question in order to clarify the message of the speaker and to show they listened attentively. • Talk about how they choose a word or the use of one's voice and intonation in creating different meanings in a text they listen to from different sources (the teacher, a recorder, radio, etc.). • Read out loud a short illustrative story while observing the distinction in pronunciation between the words beginning with the moon letter "al" and those beginning with the sun letter "al" and designating these words by indicating them.	1.3 ask questions in order to understand an oral message, to clarify the meaning of a word or to distinguish the pronunciation between the words ended with the three types of nunation (tanween).
	1.4 Expressing ideas, feelings, information, in short clear sentences, using proper sounds of Arabic language.	• Listen to a realistic story in a proper punctuated and simple language. Then, working in groups, they will present: a) what are their feelings about the story and its characters; b) what they remember about the action, the circumstances, the characters; c) what is the meaning of the story to them. After each presentation of one group, the other groups will evaluate the content of the answers and the proper use of the language (correct spelling of sounds and words, clarity of ideas). • Pronounce the words indicating facilities of an area after adding "al" by using images and i-Pad.	1.4 present ideas clearly and correctly using short sentences as answers to the teachers' question.



	A range of attitudes 1.5 Listening to others' ideas and respecting social conventions in conversation and cooperative play	• Listen to others' ideas and opinions on familiar topics and express their own opinions, giving simple explanations. • Listen to others' reaction related to a text that was read aloud by the teacher or to a conversation between peers. • Participate with classmates in a conversation about social norms prevailing in their society by using the adequate pronouns.	1.5 show attention to others, by listening without interrupting the speaker and waiting for his turn.
	A range of connections 1.6 Presenting news about their town and neighborhood resorting to skills and knowledge from other school subjects.	• Describe the shape of the buildings of his area (mosque – clinic – garden fence ...) by using geometrical shapes (square – rectangle – circle ...) and images (projector, i-Pad ...). Present orally the latest news regarding the weather in their town/city/region, after they listened to a local radio station or consulted a weatherforecast map in a local newspaper.	1.6 make a short oral presentation, based on information they got from different sources.



2. Reading and viewing a range of texts by means of different strategies in a variety of contexts for exploring the world and the self.	A range of realities 2.1 Reading for information and entertainment composite texts adequate for their age (comic strips, big books, illustrated stories, folk tales and fairy tales, poetry for children)	• After reading a short text within a small group of 3-4, students can tell what they understand, asking and answering simple questions about the information in the text. • Read short sentences where the words contain the three kinds of nunation about the city's facilities (cooperatives, a clinic etc.), by using appropriate images and movies.	2.1ask and answer questions about key details in a text (who, what, where, when, why, and how) to demonstrate understanding key details in a text.
	A range of strategies 2.2 Identifying explicit information and making predictions.	• The game of predictions – students predict the possible continuation of a story on the basis of what makes sense, what sounds right, and what the print suggests. • Play the detective: Make inferences by drawing on their own experiences and clues in the text, identify character features from contextual clues, and make connections between texts, noticing similarities in characters, events, illustrations and language. • Activity in pairs or modelled by the teacher together with one student: the participants have to focus on the information offered by a text; they have to ask relevant questions or to answer the partners' questions by identifying the explicit information in the text.	2.2 find explicit information in text and use semantic and graphic cues in order to predict the continuation of a story.



2.3 Identifying unknown words and phrases in a text, asking and answering questions about their meaning.	• Read, in collaboration with classmates, a short text from various sources (display screen, book, magazine etc.) about the landmarks of his district, while identifying the unknown words and phrases, and participating with classmates in questions and answering about them. • Identify unknown words after reading a short text in order to exchange opinions of their meanings with their classmates and then uses them in full sentences, with the help of separate pronouns and indicative pronouns.	2.3 make sense of unknown words or phrases by asking or answering questions about them.
2.4 Recognizing common and unique characteristics of different written and visual texts (e.g. poetry, films, encyclopedias)	• Group work: students discuss common and different characteristics of books (stories, poetry, encyclopedias, albums, comic strips etc.) and films. This may be followed by groups reporting their results and making, with the support of the teacher, a synthesis of their answers.	2.4 name and give examples of common and different characteristics of books and films.
2.5 Using different ways of reading in order to gain fluency and speed, passing step by step from reading with support to independent reading	• Read clearly out loud from an appropriate board a six verse song with words comprising an interlocutor, third person and interrogative pronouns. They imitate in their reading the tape to which they have listened. • Read their part in an acting scene about the customs and traditions of their town, alternating with classmates, whereby the sentences comprise demonstrative pronouns while expressing the meanings with the intonation of their voice and the movements of their hands.	2.5 read independently short sentences or short texts (3-5 sentences).



	A range of attitudes 2.6 Engaging imaginatively and creatively with reading composite texts.	• Make personal connections to the text they read and share their responses in a variety of ways. For example, if they read a text about school, family, their town, they can give examples from their personal experience and knowledge. • Read six short clear sentences from the projector and numerous sources whereby they demonstrate their admiration and appreciation for those maintaining the cleanliness of their city and its streets.	2.6 read with understanding and enjoyment short texts, making connections to his/her personal experiences or knowledge.
	A range of connections 2.7 Identifying explicit information and the order of ideas in simple texts from other school subject domains about their native region.	• Read an informative text about the landmarks in their city from numerous sources (board, computer, projector, smart and board devices) and self corrects their mistakes by relying on understanding what they read and collaborate with their classmates. • Identify on a map their native place, their district, their street.	2.7 use information gained from the illustrations and words in a print or digital text to demonstrate understanding of the text.



3 Writing and using various forms of representation in a range of texts by means of different strategies in a variety of contexts for exploring the world and the self.	A range of texts 3.1 Writing short informative and narrative texts on familiar topics, using drawing and writing.	• Write a three sentence narrative about something that happened in their city/village/area. They can also use drawings. They display their work in a gallery and every student stays near his page. The other can ask him/her questions about the story. • Project work: in groups, students work out a simplified glossary comprising some words common between dialect and standard language, in order to help them to strengthen their knowledge and use of standard Arabic.	3.1 write a short narrative or informative text, composed of 3 simple sentences, using correct punctuation (full stop and coma).
	A range of strategies 3.2 Writing short texts using a variety of tools (digital included) to produce and publish writing, including in collaboration with peers.	• Revision game: Each student write 2 complete sentences with a simple structure about a place they like to go in their town/native place. In pairs, students exchange their copy books and revise punctuation, spelling of words, spacing between words. • Exchange images, so that each one of them shall write what they admired in these images, using the demonstrative pronouns. • Complete sentences by selecting pronouns offered to them on the smart whiteboard. • Write sentences describing the area facilities and comprising words beginning with the sun letter “al” and the moon letter “al” by using images. • Write sentences about cooperative purchases containing the nunationkinds.	3.2 write by memory words and short sentences, using traditional and digital tools (the smart whiteboard, the tablet).



	A range of attitudes 3.3 Recognizing the value of writing for remembering and developing ideas	• Write sentences where they apologize for a mistake they have made or phrases of thanks, welcome and praise in colored cards which they exchange with his classmates. • Group work: students give examples of written documents that are very valuable for the history of their family, school or city. Then presents their answer to the teacher and to their classmates.	3.3 give examples of the value of writing by referring to documents or books important for his family, school or city.
	A range of connections 3.4 Using handwriting and other forms of representation (symbols, drawings etc.) to integrate information from different school subjects for presenting their native place.	• Project work: a group of 3-4 students present a poster with information about their city, resorting to texts and knowledge from other school subjects. • Write sentences about the beauty of their city, integrating symbols, drawings, and maps. Then presents them to their classmates and listens to the similar compositions of their classmates. • Select and write a verse from the Quran that thy consider a motto for their life. • Present orally a drawing, a picture or a photo representing a special place in their city/village/area. • Present themselves in a composite text (words and images) referring to what are: their favorite 'living organism', music, color, sport etc.	3.4 write short texts and integrate different forms of representation borrowed from other subjects to describe places or say something about himself/herself.



4.2.2. Learning Content

	Oral Communication	Reading and Viewing	Written Communication	Language
Types of texts	instructions, presentations, directions, songs, stories, poems	comic strips, big books, illustrated stories, folk tales and fairy tales, poems for children, verse of Quran	short paragraph in which students combine words and drawings/ images, dictation paragraph, narrative and informative texts.	all texts read or produced in the other domains
Specific concepts	- all letters of alphabets - differences between the letters of similar sounds - simple rules of politeness: speaking turns, listening attentively to others and not interrupting them - monologue and dialogue	basic terminology of books and other print: title, author, cover, chapter, heading ; characters, setting, events	- sun and moon letters - nunation of all types - connecting and separating Hamzah - punctuation: coma, full stop. - forms of Naskh script	- sun and moon letters (The in English) and nunation of all types - open and closed Taa' - separated pronouns (vocative and absent) - demonstrative pronouns - some interrogative pronouns (is, who, where, when, how, what)



Specific strategies	• recounting experiences in logical and time sequence • brief recitation of texts he memorized (chants, verses of Quran, virtuous Hadith)	• finding directly stated information in text and/or illustrations • making predictions • making connections to his/her personal experience and knowledge • collective reading, collaborative reading, gradually passing from reading aloud to silent reading.	• writing, individually or collaboratively, a poster containing a graphic organizer	• Using demonstrative pronouns and interrogative pronouns (vocative and absent) in full sentence
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4.3 Grade 3

4.3.1 Competences, Learning Activities and Curriculum Standards

General Competences/ Strands	Specific Competences/ Sub-strands	Examples of Learning Activities	Curriculum Standards
1. Listening and speaking by using different strategies in a variety of contexts for exploring the world and the self.	A range of realities 1.1 Listening to texts (instructions, presentations of teachers of peers, songs, stories, poems, conversation and news) on familiar topics specific for this grade	• Role play: one student presents news about recent events in their family, school or their country (about weather, elections, a new member in the family etc.). The students in the audience try to distinguish between fact and opinion and ask for more information and retell the speaker what they found out. The speaker thanks to the best listener in the audience. • Listen attentively to a song on loving and honoring the parents, then repeats the song clearly and expressively. • Listen, through a live or recorded speech from his teacher, to a poem/ fragments of a poem or a text about love for the country. Then a student speaks in short proper sentences about his duty towards his country. • Listen to a text on a computer about how to spend the spring holiday in the desert. Then a student describes to his classmates an experience in the desert, using short sentences with proper structure and clear meaning and referring to what they found out from the text they listened to.	Students are able to: 1.1 listen to diverse oral text and distinguish between fact and opinion.



	1.2 Presenting and exchanging information, ideas, feelings related to different texts or familiar topics (national holidays, personalities etc.)	• Exchange information and ideas relevant to their school and that they have heard in the school broadcasting system. • Retells a story about respecting elders and being compassionate to younger people that they have watched and heard using the iPad. • Present talks on different places in their country including using visual materials in the presentation. • Present and discuss information about proverbs that are relevant for the Arabic culture. They give adequate examples from their own experience (family, school, society). • Work group: students present the customs and traditions of Kuwait people, using information from other school subjects and visual support (photos, drawings, short documentaries). • Choose ten verses/lines from a poem recited by teacher in order to present it in morning assembly, with special attention given to correct pronunciation, clarity of voice and good presentation. • Express their love for their country by singing lyrics or reciting an ode, using body language and the tape recorder.	1.2 participate in collaborative conversations with their colleagues, asking for and offering information.
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A range of operations

1.3 Listening carefully in order to identify the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.

- Listen to the broadcasting system in their school in the morning and identify the main topics and ideas.
- Listen to the teacher and take notes to catch and remember the main ideas.
- Mirror game: Students listen to their peers and then present to the others what they think is the main idea of their speech. In doing this, the first speaker can see how clearly he presented his ideas or his story and how attentively their classmate listened to it.
- Listen to some oral texts (recorded or read) about the role of a teacher in one's life and then each student writes down what he/she thinks is the most important idea in the texts they listened to.
- Orally rearrange scattered sentences heard on the iPad, using the right number for each sentence in order to form a coherent passage.

1.3 present the main idea in a speech he/she listens to.



	1.4 Reporting on a topic or text, telling a story or recounting an experience, speaking clearly.	• Orally presents the sentence that represents the ending in a story they heard, using a dramatic performance. • Express admiration of a poem honoring martyrs presented by the teacher, explaining his attitude. • Express admiration of a character in a story heard over a TV program, expressing how they feel about that and the points of similarity found between them and this character, using familiar words and clear short sentences. • Explain orally a positive form of behavior learned by hearing a dialogue between father and son. • Orally express opinion of a poem recited by teacher, explaining how they reached their opinion. • Combine simple sentences through the use of connecting words in order to obtain simple explanations. • Orally presents information about a national or religious holiday, using various devices, e.g. board devices and the smart board. • Tell a story about the past of the ancestors by using demonstrative pronouns, conjunctions and singular and plural attributes and resorting to a videotape and a tape recorder (with sound effects).	1.4 present information and give reasons for opinions and actions they hear or read about.
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	A range of attitudes 1.5 Following agreed-upon rules for discussions.	• Role-play for exercising the communication roles of speaker and listener: in turn, the children will play the role of speaker and listener. The speaker tells a short story about his last holiday; the listener may help him/her with asking questions and giving signs that he/she is listening carefully. Then they change roles. After that, they discuss about the difficulties of the two roles. • Comment about a civilized manner of participating in a discussion, based on TV shows for children or talks in the classroom or in the family, with their parents or grandparents.	1.5 listen attentively to others and can help the speaker to continue his/her story or presentation.
	A range of connections 1.6 Exchanging information and feelings about Kuwait, using knowledge and skills acquired in other school subjects.	• Listen to an oral presentation about Kuwait's geographical position and then present this information using the map and showing the neighboring countries on the map, using clear terms and proper sentences. • Recite Quran verses heard in a taped performance and attempts to imitate the recitation of the original reader. They also identify the main ideas of the verses and present them to the class. • Talk about the values and behaviors in his society by using the imperative, forbiddance and negation forms ... Quran verses, the Hadith Sharif and religious stories through images and smart board devices.	1.6 pay attention when listening to an oral informative text from different domains and then present the main ideas and supporting details to others.



2. Reading and viewing a range of texts by means of different strategies in a variety of contexts for exploring the world and the self.	A range of realities 2.1 Reading for information and entertainment including narrative and informative texts adequate for their age (stories, poems, proverbs, encyclopedias for children, dictionary.)	• Read various texts that cover different familiar topics: encyclopedia, poems, short stories, legends, maps, simple material about the history of the country for getting information. • The teacher challenges students to discuss texts that develop their character, discussing moral aspects deriving from the texts. • Reads poems that entertain and give pleasure and also poems about the country. • Recite poems and dramatize legends or short stories about their country. • Read aloud and clearly the contents of their textbook while observing the articulation of words comprising letters that are spoken but not written and vice versa. • Read aloud short texts introducing a prominent national character and his most important achievements by using the smart board or the i-Pad device.	2.1 present the chronology of events in a narrative and can find the information the teacher asks for in different texts he/she reads.
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A range of strategies

2.2 Determining the main idea, by asking questions and finding key words

- Read passages on different topics in order to find the main idea explicitly expressed in the text.
- Use strategies such as underlying key-words, formulating a sentence for expressing the main idea of a text.
- Choose correct main idea from a set of other ideas that express the meaning of a read text.
- Watch dramatic performance of short story to find main event, then presents it to classmates.
- Read texts about the national feasts and identify the main ideas.
- Read out loud a poem commemorating the heroism of the ancestors and their struggle, using and imitating the tape recorder and expressing through the intonation of his voice the indications of the imperative, negation, call, interrogation and exclamation forms.
- Describe characters in a story, referring to physical and moral features and explaining how their actions contribute to the sequence of events. They can also draw the portrait of a character, based on the information in the text and their imagination.
- Indicate synonyms and antonyms of key words in a text they read, choosing from a list or finding pairs.

2.2 determine the main idea of a text that is not longer than 10 sentences; can describe characters in a story and can distinguish between facts and opinions in the texts they read.



	2.3 Determining the meaning of unknown words and phrases in a text, distinguishing between literal and nonliteral language	• Read and present a short poem about his/her country, which is displayed on a screen (or other sources) accompanied by an image expressing the content of the poem. Students then participate with their classmates in differentiating the words and phrases that indicate literal and nonliteral language. • Work in groups and identify the different meanings of the same word in sentences given by the teacher (for example: This flower is beautiful. literal meaning; He is in the flower of his age. – nonliteral meaning: he is young).	2.3 distinguish between the literal and nonliteral use of the words.
	2.4 Recognizing the structure and terminology of books (cover, illustration, dedication, table of contents, page, chapter)	• Read short texts from an e-book on traffic accidents in his country; compare the terminology used to describe an e-book with that of a traditional paper book; use body language to express pain and sorrow for the damages resulted by accidents. - Exercise familiarizing students with the structure and terminology of books: explore different covers, illustrations, tables of contents, pages, chapters in children books, reviews for children, text books etc.); students make up a cover and some illustrations for their favorite story, they write a table of contents for a book they wish to read, they use the table of contents of an encyclopedia for finding what they are interested in etc.	2.4 identify the parts of a book or of digital devices and use the correct terminology.



	2.5 Using different ways of reading in order to gain fluency, accuracy and expressiveness (reading without errors and with appropriate intonation.)	• Exercise fluent reading with all the materials they read; they are guided how to use intonation in order to better express the ideas or feelings in the text they read. • Alternate reading aloud with silent reading in any reading activity.	2.5 read properly, fluently and using the appropriate intonation for imperative, interrogative and exclamatory sentences.
	A range of attitudes 2.6 Engaging imaginatively and creatively with reading different texts.	• Read a poem expressively, explaining how the poem touched his or her feelings and explaining the meaning and the role of some figurative speech. • Game to be used when reading or hearing a poem: the students will write down what they see, what they hear, what they feel when reading/hearing the lines of the poem. • Multiple intelligences game: students show their understanding of a text in different ways: expressing verbally the significance of the text, finding a numerical way or geometrical shape to illustrate the message of the text, making a drawing about the text, associating the text with a rhythm, a melody, representing through moving or dance the message of the text, finding something in nature to be associated to the message of the text (a stone, an animal, a natural phenomenon etc.), discussing in pairs or in groups about the significance of the text, present a personal experience that they associate with the message of the text.	2.6 present what they imagined when reading a text by using different codes (verbal and nonverbal) and can explain some figurative speech in the read text.



	A range of connections 2.7 Looking for information about Kuwait in a diversity of texts from different school subjects and finding main ideas.	• Read newspapers, magazines, articles on the internet in order to find interesting information about their country. They will write down the most interesting ideas. • Look for more information about a certain aspect he/she likes more in his country: music, religion, tourist attractions, traditional sports etc.	2.7 look for information from different domains, resorting to different printed or digital materials,
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3. Writing and using various forms of representation in a range of texts by means of different strategies in a variety of contexts for exploring the world and the self

A range of texts

3.1 Writing short informative and narrative texts on familiar topics or about national traditions.

- Write a paragraph using familiar words, paying special attention to word spacing and position of words on the line.
- Form sentences from some scattered words, paying attention to presenting a proper meaning and correct shape of text.
- Write a short informative text about their family, their native place and their country.
- Write a short narrative text about their family or about heroes of their country.
- Write a short narrative, based on their power of imagination, about the most expected holiday, the future of their country etc.
- Write short sentences comprising letters that are spoken but not written and vice versa on colored cards.
- Watch a scene of the National Day and then writes sentences about the manifestations of this celebration with words beginning with hamzat al-wasland using words ending with taamarbouta or taamaftouha.

3.1 write short narrative and informative texts of 5-6 sentences, paying attention to the correct shape of words and using past, present and future verbs correctly.



	A range of strategies 3.2 Writing short informative texts and narratives, using illustrative and effective techniques (details, clear ideas, appropriate connectors and event sequences) and / or modern technology.	• Write a short narrative, following a clear sequence of events (initial situation – development – final situation), properly using the words and syntax. • -Write sentences about the manifestations of the National Day celebration comprising words beginning with hamzat al-wasl and others beginning with hamzat al-qate', by using a video site or other means. • Write sentences about Kuwait Towers which he watches on the smart board and a cartoon while observing the use of al-hamza al-mutawasita in its forms, conjunctions and punctuation marks.	3.2 write a text of 5-6 sentences, paying attention to fluency of thought and clarity of ideas, using appropriate connectors for showing a sequence of events and also negative, interrogative or exclamatory sentences.
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	A range of attitudes 3.3 Showing interest in writing clear, simple and short sentences on familiar topics	• Respond attentively to the writing tasks given to him or her in various educational situations. • Write his or her opinions about a specific situation or behaviour, expressing his or her satisfaction and point of view. • Write individually or in pairs short informative texts about an historic event. • Write short narratives about personal experiences related to the National Day. • Write a short story, creating an imaginary world. • Watch a scene about public facilities and then writes sentences in which he speaks about the facilities the State provides to its citizens while observing the correct use of nunation. • Write sentences about images of Kuwait past and present by using the exclamation and negation forms and exchanging them with his classmates.	3.3 take pleasure in writing different types of text individually or together with peers.
	A range of connections 3.4 Using words, symbols and graphic organizers in order to structure information about their country	• Group work: students read a paragraph from a textbook of other subject and then present the information in a structured way on a poster, using words, symbols and graphic organizers. • Group work: students present a mind map comprising what they think it's most important about their country. They compare the posters and discuss about common and different ideas.	3.4 use words, symbols, images, and modern technologies to structure information.



4.3.2 Learning Content

	Oral Communication	Reading and Viewing	Written Communication	Language
Types of texts	Instructions, presentations, songs, stories, poems, conversation and news.	print in the classroom, big books, verse of Quran, short stories and poems, comic strips, children encyclopedia	letter, word, simple sentence, short paragraph in which students combine words and drawings/ images, dictation paragraph, personal and formal letters, thank-you notes, invitations.	All texts read or produced in the other domains.
Specific concepts	- Opinions and facts (it does not appear in the table) - Main idea and supporting details - Attentive listening: asking questions of clarification, giving signs that he/she is following the speaker.	- words with letters pronounced but not written and vice versa . - Terminology of books and other print: table of contents, dedication, chapter, scene, stanza. - literal and nonliteral language.	Words containing letters pronounced but not written and letters written but not pronounced.	- Words containing letters pronounced but not written (This, That, Them ... etc.) - Words containing letters pronounced and written (Amro, Thahabou) - vocative, negation, interjection, imperative, interrogative, exclamatory sentences and phrases - connecting particles (Alef, Waw, then, or)- Connecting articles (Faa', Waw, Then, Or) - Past, present future verbs - Punctuation: full stop, comma, interrogative sign, exclamatory sign - common antonyms and synonyms.



Specific strategies	• Presenting information using words and visual aids • Expressing opinion • Identifying main idea and supporting details in an oral speech • Listening attentively • Recounting experiences in logical and time sequence • Brief recitation of linguistic text he memorized (chants, verses of Quran, virtuous Hadith) • Using voice volume and pitch appropriately in his speech • - Differentiates between opinions and facts	• Determining the main idea • Distinguish between fact and opinion • Build mental images of what they read (drawing a character, the setting of a story etc.) • Describing the characters • Silent reading • -Reading aloud (individually or collectively) • Group chanting reading • Collaborative reading	• Imitating the teacher's writing as per rules of Naskh script to organize the words • Writing dictation paragraph • Describe characters, objects and events • Individual and collaborative writing	• Using the appropriate intonation for imperative, interrogative and exclamatory sentences • Using connecting articles in his language • Differentiating between words containing letters pronounced but not written, and vice versa • Using relative pronouns in proper sentence • Writing a paragraph containing negation, imperative and interrogative pronouns • - Writing a poem containing connecting articles (Faa', Waw, Then, Or) (learning activity)
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4.4 Grade 4

4.4.1 Competences, Learning Activities and Curriculum Standards

General Competences	Specific Competences	Examples of Learning Activities	Curriculum Standards
1. Listening and speaking by using different strategies in a variety of contexts for exploring the world and the self.	A range of realities 1.1 Engaging effectively in discussions with teachers and peers on texts (audio documentaries included) and topics specific for this grade.	• Exchange information and ideas about the countries they visited. Students can group according to the country they visited and present what they discovered about the visited country. They can use photos, short movies; they can bring traditional objects bought from that country or specific music taped on a recorder. They will take care to use correct prepositions when speaking about different places. The classmates may ask questions of clarification for each group or can add new information. • Listens to a taped story about different people and countries and then summarizes what he/she remembers from the presentation and what impressed him/her most about a people or a country.	Students are able to: 1.1 listen attentively to different oral presentations in order to build on others ideas and express their own clearly.



	1.2 Presenting and exchanging information, feelings and ideas related to different literary and nonliterary texts (scientific texts included)	- Express orally in coherent sentences popular customs by using the appropriate conjunctions and resorting to images, magazines, books and smart devices. - Over the school year, each student has to present something about the world we live in (the continents, issues like pollution and global warming, religion, social systems etc.), using information from other school subjects and digital devices. They have to use appropriate vocabulary, to express their ideas or feelings in a correct, clear and coherent way.	1.2 make a short presentation of 3-5 minutes, expressing correctly, clearly and coherently ideas and feelings on different topics.
	A range of operations 1.3 Paraphrasing parts of a text read aloud or information presented in diverse media and formats.	All students listen to a sequence of a story of a documentary on video or audio devices or read by the teacher. Then 2-3 students paraphrase what they listened to, showing their understanding of the text. After 3 students presented their versions of paraphrase, the colleagues vote for the clearest formulation, capturing the essential of the sequence.	1.3 use his/her own words in order to present to others news or information he/she heard in media or in school.



1.4 Reporting on a topic or text, telling a story or recounting an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.	- Describe his observations of the landmarks of a country he has visited (museums, libraries, natural scenery ...) by selecting the appropriate linguistic vocabulary, observing the use of prepositions in their correct places and resorting to personal photos during his trip and cultural tools portraying the country which he has visited or through a videotape. - Present orally geographical and historical information about a country while addressing his classmates by using interrogative pronouns and resorting to maps, videotapes and board and smart devices.	1.4 use narration and description in reporting on a topic, retelling a story or in recounting an experience, together with using digital support (photos, short movies) in order to make vivid short speeches.
A range of attitudes 1.5 Following agreed-upon rules for discussions and carry out assigned roles.	Role-play: Students are visiting a foreign country. They meet Arab children living there with their parents. They ask politely the parents for information about places, traditions, books etc. They ask the children about school, ways of entertainment etc.	1.5 show respect to others' opinions and show interest for different style of life.
A range of connections 1.6 Exchanging information about the Arabic Gulf countries and other countries they visited using skills and knowledge acquired in other school subjects	- Tell a story from the Islamic civilization about the role of Moslems in the Renaissance by using nominal and verbal sentences and resorting to images of Moslem scientists, videotapes and other interactive means. - Present a photo presentation with photos of a country he/she visited, while speaking about the most interesting experience he/she had in that country. - Identifying some common words of Arabic language and English and discuss about what they refer to.	1.6 adequately use narrative and descriptive sequences in short presentations or in conversations in order to integrate information from other school subjects.



2. Reading and viewing a range of texts by means of different strategies in a variety of contexts for exploring the world and the self.

A range of realities

2.1 Reading for information and entertainment, including a range of modern and classic fiction for children, religious, history/social studies, science, technical texts.

- Read a paragraph from a textbook of other school subject, using SINELG method: ticks the information he/she already knows, puts a question mark where the information is not clear and a plus where the information is new to him/her).
- Read with their classmates collaboratively and alternately a popular story from the computer comprising words with al-hamza al-mutawassita in its various forms.
- Read folktales from different cultures on common topics. They compare them to the Arabic folktales from 1001 nights. They can also make a list of bestsellers in the recent fiction for children and check what was translated into Arabic. They discuss with their teacher about what is the best recommendation for them to read.

2.1 read a variety of texts, for different purposes: reading for information, reading for pleasure.



A range of strategies

2.2 Determining the main idea of a text, explaining how it is supported by key details, and draw simple inferences from the text.

- Read a statement in the morning routine on the occasion of the International Child Day, comprising nominal and verbal sentences with words beginning with the sun and moon letters “al” connected to a word like (ba, alef, lam and kaf) by demonstrating the proper pronunciation for these words.
- Group reading: Students read silently a literary text. Then they discuss about what they think it is important in that text in order to understand it. Formulate together the main idea of a text in a sentence, and then explain what are the key details in the text, even if they are not mentioned clearly there (where and when the action takes place, what is the cause of the action, what are the features of a character etc.). Then present the results to their classmate and wait for the teacher to evaluate their work.
- Play the detective in order to draw simple inferences from the text. Read a text together and then are asked to name the knowledge they need for understanding the text. They can also ask questions for finding a good hypothesis for understanding the theme of the text (e.g. This text is about childhood.). Then they have to find in the text key-words that can support their hypothesis. They can also ask close questions, triggering yes or no answers, in order to verify the hypothesis. Finally, they will decide together upon conclusions regarding the significances of the text.

2.2 ask questions to understand the main idea of a text and to draw simple inferences about place and time, cause and effect, characters’ features etc.



	2.3 Determining the meaning of words and phrases in a text, including figurative language used in common expressions or sayings.	• Read and present their role in a play about world peace using both verbal and nonverbal elements of communication (body language, tone of voice etc.). They then participate with their classmates in deducing figurative connotations from the sayings included in the text. • One student presents to the others an Arabic proverb and the colleagues identify the words and phrases used figuratively and explain them.	2.3 identify the use of figurative language in common expressions and sayings.
	2.4 Skimming and scanning titles, visuals, headings, tables of contents, indexes and lists in order to comprehend written, visual and composite texts.	• Receive tasks to use skimming (selective reading aiming at understanding the global idea of the text) for a newspaper page, a book, in order to explain why they are interested or not to read further. • Read a literary text and they are encouraged to use scanning (focusing on certain paragraphs of the text, after they find a key-word) in order to look for specific information that help them to understand the text. • Look into different table of contents (of a literary book, of a scientific book, of an audio book etc.) and explain if the information they can get from the table of contents is clear enough for them.	2.4 use skimming and scanning in order to have a general view of a text or to find or deduce/infer specific information in a paragraph of a text.



2.5 Reading without errors, with appropriate intonation, showing understanding of the text.	• Read out loud with correct enunciation a poem about a historical figure he likes and perceives as his role model, and questions his classmates about what they liked in this character.	2.5 read properly, fluently and expressively short texts from various sources, caring for the pronunciation and quality of performance.
A range of attitudes 2.6 Sharing responses with other children and with adults to cultivate a community of readers.	• Present regularly what they read in their spare time to their classmates and discuss together about it. • Keep track of their reading and share their reading interests with peers (working in pairs or in small groups).	2.6 present what he/she liked to read, giving reasons for their choices.
A range of connections 2.7 Using their knowledge and skills from other subject in order to understand different texts about the Gulf Region and the world.	• Read in a group from numerous sources (newspaper, internet, magazine, i-Pad) information about global organizations and their role in safeguarding human rights. Presents the most interesting findings of his readings to his/her classmates. • Read in pairs some materials, indicating the role of cooperative council in applying the rules of security and safety in Arabian Gulf. • View a documentary about a current event or a danger of our world and present their opinions.	2.7 use different sources and resources in order to get informed and can determine the main ideas of the text he/she read.



3. Writing and using various forms of representation in a range of texts by means of different strategies in a variety of contexts for exploring the world and the self.	A range of texts 3.1 Writing short narratives, poems, reports, explanations, instructions, commentaries to investigate different topics.	• Write a paragraph with sentences varying from nominal to verbal about the Gulf Cooperation Council by using words comprising al-hamza al mutawassita in its forms with composite cards in four complete sentences. • Project work: 4-5 students make up a mini-book, with short narratives, poems, reports, commentaries written by them and referring to how they think about some issues of the world. Each student will write two short texts, at their choice. One page of their mini-book will include a text written by all the members of the group. They can edit the book on computer, using different types of images.	3.1 write different types of short texts (maximum 10 sentences), individually or in collaboration with peers, using nominal and verbal sentences.
	A range of strategies 3.2 Writing informative texts and narratives, using illustrative and effective techniques (headings, details, precise language, clear event sequences, dialogue, description.)	• Write a paragraph consisting of nominal and verbal sentences about the role of Kuwait toward impoverished countries and comprising al-hamza al mutatarrafa in its forms, this on a data show device in four complete sentences. • For their project work mentioned under 3.1, students will use appropriate headings and they will have also a table of contents.	3.2 write a short informative and narrative text, using precise language, relevant details and clear syntax.



	A range of attitudes 3.3 Showing interest in writing for different purposes.	• Write a paragraph about the importance of tolerance and forgiveness while observing conjunctions and punctuation marks within the limits of ten sentences. • Write a paragraph in which they thank the participants in volunteer work for the service of humanity, this on an i-Pad device. • Write a poem for expressing their feelings for their family, country, and world.	3.3 show enthusiasm in writing short texts for different purposes.
	A range of connections 3.4 Writing a short text in which they express their opinion about an important issue of the world, using their knowledge and skills acquired in other school subjects.	• Participate with his classmates in writing a paragraph about what they have watched in a videotape about the Earth. • Take notes of their reading, using graphic organizers that help them to structure the information. Then they make a plan of ideas for presenting his opinion. Write a draft and then change with a colleague their notebooks. The colleague will comment upon the clarity and logic of ideas. After the feedback each student receives, he/she writes the text, having in view the received observations or suggestions.	3.4 use map mind and drafts as a support for expressing an opinion in a short text.



4.4.2 Learning Content

	Oral Communication	Reading and Viewing	Written Communication	Language
Types of texts	Conversation, presentation, audio or video documentaries, reporting a topic, retelling a story.	Modern and classic fiction for children (short stories and poems), religious, history/social studies, science, technical texts, articles in the newspaper.	- Paragraph, multi-paragraph short narratives developing real or imagined experiences or events - Informative reports about an issue or situation - Simple responses to literature - poems and descriptions	all texts read or produced in the other domains.
Specific concepts	Oral composition and its components - Nonverbal communication (body language, volume of voice, pace.)	Terminology of books and other print: indexes Main idea and key details.	Traditional structures for conveying information: chronological order, cause and effect, similarity and difference, asking and answering questions.	- middle Hamzah of all types, - ending Hamzah of all types - sun and moon letters (THE in English) connected with a letter before it such as (Fa, Ba, Kaf, Lam) - noun, verb, letter - noun and verb sentences - soft Alef (abridged and long) - letters connected with words starting with sun letters - Interdiction/ Proscription phrasing - Word structure (letter, noun, verb) - Derivation, synonyms, antonyms - Punctuation:



Specific strategies	• Exchanging ideas • Using voice attributes and body language appropriately • Paraphrasing a part of a text	• Determining the main idea • Identifying key details • Draw simple inferences from the text • Skimming and scanning • Build mental images of what they read (drawing a character, the setting of a story etc.) • Describing the characters • Silent and aloud reading • - Collaborative reading	• Writing using NASKH script in straight line • Writing dictation paragraph • Using computer for editing texts	• Transforming the (noun, verb) sentences • Using interdiction phrasing in full sentence • Transforming noun sentence to verb sentence and vice versa • Differentiating between the shapes of middle Hamzah • Differentiating between the shapes of ending Hamzah
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4.5 Grade 5

4.5.1 Competences, Learning Activities and Curriculum Standards

General Competences	Specific Competences	Examples of Learning Activities	Curriculum Standards
1. Listening and speaking by using different strategies in a variety of contexts for exploring the world and the self.	A range of realities 1.1 Engaging effectively in a range of collaborative discussions with diverse partners on texts (audio documentaries included) and topics specific for this grade.	Present solutions orally for international problems (pollution, traffic, and desertification), using developed sentences by means of school library, schoolbook, videotape and smart devices. Classmates can comment on that, ask questions or express different points of view.- Discuss the universe and their place in the universe, bringing examples from different scientific or literary texts they have read.	Students are able to: 1.1 use internet or other sources to find out different materials in order to get informed about topics of interest.



1.2 Presenting and exchanging information, feelings and ideas related to different literary and nonliterary texts (scientific texts included.)

- Listen or watch documentaries about the universe and read literary texts that focus on this topic (for example, a famous book for children like George's Secret Key to the Universe, by Lucy and Stephen Hawking) and discuss about the ideas presented.
- Express feelings and opinions about what they find out about the universe in the materials they read (I'm happy because the universe is..., I'm scared because the universe is..., I think that the universe is /is not...). They share their thoughts and opinions and give examples from what they have read.
- Present Kuwaiti phenomenon they discovered by watching movies or listening to the radio or by their own experience.
- Speak in complete sentences about the wonders of God in the universe by using the exclamation, description and resorting to Quran verses, Hadith Sharif and religious stories through tape recorder, videotapes, smart devices and board devices.

1.2 present information clearly, can express feelings and opinions, having in view different types of text on a topic of interest.



	A range of operations 1.3 Summarizing a written text read aloud or information presented in diverse media and formats.	- Express universal phenomena in a correct language by using prepositions of time and place, videotapes, sound effects and smart devices. - Exercises of summarizing orally a text read or heard: keeping in mind or writing down the key-words that help them to grasp the essential information; understanding the logic of the ideas; presenting the summary by using correct and clear connections between sentences.	1.3 summarize orally a text, using the specific operations: presents briefly the essential information of the text and eliminates details or redundancies.
	1.4 Reporting on a topic or text or presenting an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes.	- Listen to taped speeches or to their classmates' presentation and try to distinguish between fact and opinion. They raise one hand when the speaker refers to a fact and both hands when the speaker expresses an opinion. When that happens, they ask the speaker to motivate his/her opinion. - Present the causes of changes of our planet across ages, using films and pictures and actual sentence supplements.	1.4 distinguish between fact and opinion and can express opinions, motivating them.



	A range of attitudes 1.5 Following agreed-upon rules for discussions and carry out assigned roles.	• Exercise active listening: during a role play, three or four students participate in a conversation about a topic of interest (a book, a movie, a documentary about the universe etc.). The classmates will evaluate their behaviour of attentive listeners, having in view: not interrupting the speaker, showing by body language he/she is listening; maintaining eye contact; asking questions for clarification; using his/her own words for presenting what he/she understood from the discussion. • Express their opinion on in idea raised for discussion among his classmates about information explosion, space exploration etc., using synonyms, antonyms, masculine and feminine and resorting to email, images, books, the school library and a television program.	1.5 show respect to the partners of conversation by using active listening strategies.
	A range of connections 1.6 Presenting their knowledge of the Universe, resorting to what they learned in other school subjects.	• In groups, students present what they have learnt about the universe from Quranic studies and Islamic education, from science, from literature, from art and music etc. After each presentation, the other groups can ask question and ask for explanations.	1.6 identify and use explanations in short presentations or in conversations.



2. Reading and viewing a range of texts by means of different strategies in a variety of contexts for exploring the world and the self	A range of realities 2.1 Reading independently for information and entertainment, including modern and classic fiction for children, religious, history/social studies, sciences, and technical texts, drawn from a variety of cultures and traditions	• Read out loud and correctly informative texts from numerous sources (textbook – board – computer ...) about earthquakes and their impact on changing the relief of the Earth, comprising words with the plural attribute (waw) and al-hamza al-mutatarrafa in its various forms. • Read from encyclopedias information about the latest and contemporary scientific inventions, with the information comprising nominal and verbal sentences. • - Read literary texts referring to the universe (e.g., a famous book for children like George's Secret Key to the Universe, by Lucy and Stephen Hawking).	2.1 read a variety of texts, understanding different purposes of reading and different criteria of grouping books.
	A range of strategies 2.2 Determining the main idea and the theme of a text, explaining how it is supported by key details, draw simple inferences from the text and summarize the text	• Read silently a poem tackling the manifestations of the power of God in the universe and outlines the main ideas in this poem along with their sub-ideas. • Work group: Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text, by referring to the character's thoughts, words or actions. Then they compare their findings.	2.2 ask questions in order to understand the main idea and the theme of a text, to summarize it and to draw simple inferences about place and time, cause and effect, characters' feature etc.



	2.3 Determining the meaning of words and phrases in a text including figurative language such as similes and epithets.	Read a poem about the universe from various sources (poster - screen - computer ... etc.). They then participate with their classmates in extracting interesting figurative connotations and similes from the text, and expresses opinions about their meanings and role in the poem. Then students use them in complete noun or verb sentences. Composes sentences containing original similes (The sun is like an orange tonight) and epithets (She has a pinky smile).	2.3 recognize and explain the meaning of simile and epithets in a text they read.
	2.4 Skimming and scanning titles, visuals, headings, tables of contents, indexes and lists in order to comprehend written, visual and composite texts.	• Receive tasks to use skimming (selective reading aiming at understanding the overall idea of the text) for a newspaper page, a book, in order to explain why they are interested or not to read further. • Read a literary text and they are encouraged to use scanning (focusing on certain paragraphs of the text, after they find a key-word) in order to look for specific information that help them to understand the text. • Students look into different table of contents (of a literary book, of a scientific book, of an audio book etc.) and explain if the information they can get from the table of contents is clear enough for them.	2.4 use skimming and scanning in order to have a general view of a text or to find or deduce/infer specific information in a paragraph of a text.



	2.5 Reading without errors, with appropriate intonation, showing understanding of the text.	• Read, by roles, a sequence of a drama; then they discuss what they have read; their classmates will follow some criteria: spelling, intonation, expressiveness.	2.5 read properly, fluently and expressively short texts from various sources.
	A range of attitudes 2.6 Sharing responses with other children and with adults to cultivate a community of readers.	• Read an informative text about the rise in temperature on the surface of planet Earth from the computer, the smart board or an electronic book whereby the text comprises nominal and verbal sentences with their complements while expressing their opinion and feelings about what he has read. • -Keep reading journals and share their opinions about the same book they read in their spare time (what I liked, what I imagined about a character or a place, my favorite quote etc.)	2.6 exchange impressions with peers about their readings in their spare time.
	A range of connections 2.7 Comparing views about the Universe presented in texts connected to different school subjects and in literature.	• Discuss different theories about creation of the universe or about galaxies. They identify explanations of each theory and explain the theories, by giving examples and quoting the fundamental texts.	2.7 use different sources and resources in order to get informed and can present the most important ideas to others.



3. Writing and using various forms of representation in a range of texts by means of different strategies in a variety of contexts for exploring the world and the self.	A range of texts 3.1 Writing short narratives, poems, reports, explanations, instructions, commentaries to investigate different topics	• Write a paragraph about earthquakes while observing the correct hamzas in their places, after watching a videotape on natural disasters. • Write a paragraph about the dust phenomenon comprising the plural attribute (waw) and the soft and al-maqsouraalefs with nunation, this from a videotape and in ten sentences. • Work group: Students write a short text referring to visions on the universe he/she has read/heard about. They can use diverse visual support. They build a poster and present it to their classmates. • Write a poem or a short narrative (S.F.) about a planet of our galaxy.	3.1 write different types of short texts (maximum 10-12 sentences), individually or in collaboration with peers, using proper Arabic language.
	A range of strategies 3.2 Writing informative texts, narratives and short descriptions, using effective techniques (headings, relevant details, clear event sequences, dialogue, description, conclusion.)	• Complete sentences with its complements (cognate accusative, causative object, both kinds of prepositions / time and place) to form a paragraph about the phenomenon of high and low tides while observing punctuation and conjunctions after watching a videotape of sea conditions. • Pair-work: Students follow some steps when writing more complex texts: first, they make a plan of ideas, then think about the details they can use for each idea; then make a draft of 1 to 3 paragraphs; they change their compositions in pairs and comment on them; they revise the text, having in view their colleague's observations; they edit the text on a page, using handwriting or the computer. They may add images to the text.	3.2 write a short informative and narrative text, following some clear steps: preparing for writing – making a plan of ideas; writing a draft; revising; editing.



	A range of attitudes 3.3 Showing interest in writing for different purposes	• Write a paragraph in which they thank their Creator for the blessings of air, water and rain by using ten sentences comprising a verb, a subject and an object. • Write information about the customs of people comprising a cognate accusative, both kinds of prepositions / time and place, an adverb and an adjective within the limits of seven sentences after watching a videotape on people's customs. • Write different type of texts together, using various strategies: one student begins a story, the others continue it, turn by turn; they work together on a plan of a short SF story and then each of them write a part of it; they can write a story with different endings written by different students etc.	3.3 show enthusiasm in writing short texts for different purposes individually or in collaboration with peers.
	A range of connections 3.4 Writing a short imaginative text about the future	• Write a short text about how they imagine the Universe could change in 1000 years, using their knowledge from other school subjects	3.4 write a clear short imaginative text, , making use of knowledge they have from different school subjects.



4.5.2 Learning Content

	Oral Communication	Reading and Viewing	Written Communication	Language
Types of texts	Conversation, presentation, audio or video documentaries, reporting a topic, retelling a story	Modern and classic fiction for children (stories, poems, drama), religious, history/social studies, sciences, and technical texts, drawn from a variety of cultures and traditions	Informative texts, multi-paragraph narratives and expository composition and simple responses to literature -Summaries including the main ideas of a text	All texts read and produced in the other domains.
Specific concepts	- Oral composition and its components - Rules for oral summaries of speeches and texts - Nonverbal communication	Differences between poems(verse, rhythm), drama (casts of characters, settings, stage directions, descriptions, dialogues) and prose	Steps in writing a text: planning, writing a draft, revising, editing	- Plural Waw (Exceptional Alef) - Soft Alef (Long and abridged) - Nunation of ending Hamzah on line with accusative nunation - Nunation of abridged Alef with accusative nunation - Types of verb - Punctuation: xxx - suffixes are ending Hamzah with nunation.



Specific strategies	• Listening attentively: building on the ideas of others • Summarizing • Explaining • Differentiating between facts and opinions	Exchanging ideas Summarizing Expressing opinions Discussing about characters Discussing the meaning of texts Associating the text with personal experience and knowledge • Silent reading • Collaborative reading • Competition reading (contests)	• Purpose of writing, audience, format requirements • Writing individually, collectively, collaboratively • Planning, drafting, revising, editing • Using a clear format for writing an expository text: establish a topic, important ideas or events in chronological order, provide details, offer a concluding paragraph	• Progressing the verb sentence (direct object, causative objects, cognate accusative), two types of adverb, circumstantial phrase, adjective) • Differentiating between soft Alef – both short and long • Progressing the verb sentence using direct object, causative object, circumstantial phrase, adjective • - Differentiating between types of verb in full sentence, and writes words ending with abridged Alef and accusative nunation.
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Part III

Recommendations for Implementing the Curriculum and Standards for Arabic in Primary Education

1. Recommendations for the teaching and learning process

General aspects

The new Kuwait National Curriculum is anticipated to be a challenge for teachers in terms of professional competences and practices. Teachers need to be aware that the curriculum is much more than the textbook. So too, teachers need to be cognizant of the fact that the shift from a content, and mostly input-based curriculum, to a competence-and-standardized-outcomes-based curriculum asks for new approaches from them in the fields of teaching, learning and assessment.

The interdependence between the curriculum, the methodology of teaching/learning and the methods and instrument of assessment articulates the present, new national curriculum. This means that teachers need to recognize that:

- The curriculum indicates what children are expected to learn and also suggests learning experiences that can support them to do so.
- The teachers decide which teaching/learning approaches are the most appropriate in a given situation in order to support students' learning achievements for meeting the curriculum and performance standards
- The on-going assessment (formative and summative) of the learning is needed to inform teachers and students about what has already been learned, what has not been attained and what steps are needed in order to get there.

When all three components – the curriculum, the teaching/learning activities and the assessment process - interrelate effectively, the impact on learning will be at a premium.

Designing and planning the teaching/learning activities

The following three questions can be used by teachers when trying to design and plan the learning process:

- What aims do I wish to achieve?
- How can I organize teaching and learning to achieve these aims?
- How shall I know if I have been successful in reaching these aims?

The aims

Before designing and planning the teaching and learning activities, teachers must try to make sure that they have understood the curriculum and that they know the direction in which they have to proceed with their students to achieve the general and specific competences that help students to reach the curriculum standards. In other words, it is essential that teachers conceptualize the context for the teaching and learning of their school subject to enable them to take adequate decisions about what they are setting out to achieve with their students in a certain sequence of time.

Organizing the learning process to meet these aims

The new Kuwait National Curriculum promotes a new vision of teaching and learning that is first and foremost learner-and learning-centered. This means the focus is on the learning by the students, not on pages covered in the textbook. It is important that teachers know the standards that are to be achieved by their students not just for a school year or a semester, but also for a unit and even a lesson. To accomplish this they will need to develop a clear plan indicating how the students are to reach these standards. And with this in mind, teachers are encouraged to apply effective pedagogical principles shown to promote student learning. It is recognized that teachers' professional background in this respect changes if they can translate key principles of the learning process into reality in the classroom. Some of these principles are presented below:

- Enhancing student learning by employing different learning styles with different speed of learning expectations.
- Promoting learning via constant inquiry, effort and self-discipline.
- Recognizing that learning develops through relations and the abilities being learned and these contribute to acquiring knowledge, structuring skills and attitudes/values.
- Learning should start from students' previous knowledge, from what is relevant for the students' personal development and for their need to fit into their social life.
- Education takes place both through individual study and group activities, each having equal value, depending on the context of the process.

While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- Generate and maintain student motivation, enabling sustained learning;
- Create a supportive learning environment;
- Create learning opportunities for students which facilitate achieving the proposed goals;
- Identify and stimulate the skills and interests of the students;
- Encourage not only the transfer of knowledge, but also includes a transfer of values and attitudes.
- Inspires both reflective thought and action;
- Enhance the relevance of new learning;

- Facilitate shared, cooperative and active learning;
- Make connections to prior learning and experiences;
- Provide sufficient opportunities for students to learn;
- Make connections between and among different subjects;
- Pay attention to the teaching–learning relationship;
- Reflect on their teaching and the results of their efforts.

To meet the needs of the 21st century learner, and to ensure students achieve the curriculum standards described in this curriculum, teachers should:

- Adopt teaching strategies that blend student thinking and innovation skills with information, media and ICT literacy, and also promote life and career skills in context of each core academic subject and across interdisciplinary themes;
- Employ teaching and learning methods that integrate innovative and research-proven teaching strategies, modern learning technologies and utilize real-world resources and contexts.

The choice of instructional strategies is best made at a local level, taking into account the resources, expertise and learning needs of the particular community of learners, however there are a number of research-supported approaches that have proven to be effective ways to enhance students' learning of both skills and content.

One such approach is problem-based learning, a teaching strategy in which students investigate challenging issues or problems, preferably in a real-world context. The use of interdisciplinary contexts, cooperative learning groups and a stress on student reflection are other approaches that may be associated with problem-based learning.

Cooperative learning is another teaching approach that has been shown to have a powerful effect on learning. Organizing students in well-structured, heterogeneous groups have the advantage of promoting teamwork, leadership and other life/career skills, while also enhancing students' academic performance.

The use of real-world contexts help teachers to create meaningful learning activities that center on the resources, strategies and contexts that students encounter in their current or future life. Such teaching fosters cooperation and communication, enhances critical thinking skills and boosts academic performance.

In Kuwait, educational technologies are very developed and are an essential part of the curriculum. Nevertheless, it is important to realize that this does not mean that one should use teaching technology, for its own sake. Rather, the key approach to follow is to apply appropriate technologies for teaching in order to enrich the learning of both traditional and 21st century content, as well as promote the development of 21st century skills. "Appropriate technology," may often mean a pencil, or a book, or an interactive dialogue.



2. Recommendations concerning Assessment

Assessment is an important and integral part of teaching and learning. It may be undertaken in a number of ways and may be carried out in a very informal way, a way often simply called “feedback” offered to the students. Assessment may also be taken in a formal way where students are given a specific task to be undertaken at an established time and for a set duration of time; it may be a classroom test, or an examination set in an external location outside of the school. Assessment may also be something “in-between” the two examples above. In this case, assessment may be conducted through a project or a viva, a presentation made by students to classmates in the presence of the teacher.

The approach used and the time at which the assessments should be taken will heavily depend on the purpose of the assessment. Without a doubt, the major goal of formal types of assessment is to determine the achievement of students performing a prescribed set of learning tasks.

In the case of the Kuwait National Curriculum (based on its curriculum and performance standards), however, perhaps of more importance than merely to determine achievement, assessment is used to improve student learning and promote better informed teaching by the teacher -- with the expectation that both the students and their teacher will be in a position to gain from the outcomes obtained. An important consideration for assessment, therefore, is how best to obtain, analyze and then make use of the outcomes provided.

2.1 Examinations and National Assessments

Examinations are recognized as playing a major role in any national assessment system in that they, it is believed, offer a fair system where all have an equal opportunity to show the learning attained and possible potential for further learning. According to the new Kuwait National Curriculum Framework, at the end of each stage of the education system (Primary, Intermediate and Secondary), a national MESA assessment system, covering achievement in Mathematics, English, Science and Arabic, is proposed to be operational from 2015. MESA will check the level of attainment of the performance standards defined in the new Kuwait National Curriculum for the end of Grades 5, 9 and 12. The MESA type of national assessments will focus on competences (integrated systems of knowledge, skills, attitudes and values) and will aim at offering data on how learning happens at the level of the system. As examinations are basically ‘system controlled’, little more needs to be said about this at this juncture. Instead, what follows reflects on classroom assessment, focusing on the teacher and how the teacher may use assessment as an indicator of a student’s progress.

National examinations in Kuwait currently take place in the middle and end of every school year, starting for students when they complete Grade 4

Assessment for the purpose of improving student learning is best understood as a continuing process derived from many interactions between the teacher and students as well as among students. It is thus heavily associated with seeking evidence of student progress. Much of this evidence may be considered ‘ad-hoc’, in the sense that it is not necessarily planned and may need to be abandoned in favor of more teaching. Teaching may, by necessity, take precedence over the assessment if student progress is not at the level expected by the teacher. Furthermore, the analysis and interpretations of such assessment may often take place in the



minds of teachers, who then use these insights to shape their subsequent actions as they continue to teach their students.

2.2 Classroom Assessment

Classroom assessment is related to all forms of assessment under the control of the teacher, whether focusing on all students at the same time with the teacher soliciting a written response, or given to individual or small groups of students in an interactive manner. The focus of the assessment is in determining student progress towards the achievement of the curriculum standards, governed, in a competence-based curriculum, by the specific competences being put forward.

2.21 Types of Classroom Assessment

Written tests are designed to be summative and given at the end of the learning of a section, chapter, unit, etc. Teachers are usually very familiar with this form of assessment, although this tends to suffer from the same drawbacks as national examinations and does take away actual teaching time. However, assessment can also be undertaken on a continuous basis as an integral part of teaching. This is referred to as ‘formative assessment’ and is explored here further.

Formative assessment is when the teacher solicits ‘feedback’ from a student, a group of students or the whole class at a particular moment, or series of moments in time, during the teaching process. This feedback may be in writing (a class assignment, for example), it may be oral (teacher-student verbal interactions), or it may simply come about by the teacher observing a student, or students performing a particular activity.

This is a powerful form of assessment if executed with due care and diligence. As it is seen as an integral part of teaching, the teaching definitely comes first in importance. It is important, as mentioned earlier, that the teacher is willing to abandon such forms of assessment whenever teaching aspects, for whatever reason, are required. This may be the teacher’s wish to offer guidance to an individual student based on a specific requirement, or a realization that the students are not progressing as anticipated. In all cases, the teacher will need to be the evaluator of the situation.

Formative assessment is not a single method. There are a range of approaches that can be used, and the teacher may utilize whatever format is seen most appropriate at a particular time and in a particular situation.

There is no set number of students that need to be assessed at any time (unlike in the case of a class test) and as the assessment is geared to specific competences, there is no requirement that all students are assessed:

- In a particular lesson;
- On a particular task;
- Using a similar approach (same question or observation);
- For the same length of time.

In fact, students may be assessed individually, in groups or by means of a whole class approach,, for example an entire class of students fulfilling a class assignment. It is thus very powerful when handled by experienced teachers because it can cover specific competences that relate to:

- Cognitive (thinking) attributes, whether simple (sometimes called low-order) or complex (high-order - such as judgmental thinking, analytical thinking, or a creative thinking approach related to planning or designing).
- Personal (attitudinal) attributes, like showing initiative, perseverance of a task, demonstrating entrepreneurial skills, or attitudes towards learning, often shown by a willingness to participate or to be supportive.
- Social development skills related to leadership abilities, for example working with others or participating in group discussions in a meaningful and constructive manner.

2.22. Some formative assessment approaches

The following are examples of possible ways a teacher may be engaged in formative assessment of student progress within the new Kuwait National Curriculum and a specific subject curriculum. Teacher assessment of student achievements may be undertaken:

- On written work, in class/homework as part of a project;
- On the work of a group, assessing the group or individuals;
- Related to specific skills – cognitive, affective, social or process skills, if appropriate;
- Related to specific learning within a lesson or series of lessons;
- Using particular approaches, for example, by means of oral interaction (individual, group or class) with the teacher asking specific questions, or teacher observation, with the teacher viewing the engagement of the whole class, or specific groups, or even the performance of an individual student.

2.23 Recording marks

Formative assessment may be informal, when feedback from the teacher to the student is governed by an informal way of relating with students, projecting an informal atmosphere conveying messages such as “very good”, “please try again”, “are you sure you are along the right path?” Formative assessment may also lead to the teacher building up a record of progress by the students while actual numbers (marks) may be used to indicate the progress at a given time. Below is one example which may be of interest to teachers because it is simple to administer, not time consuming, can be abandoned at any time when operative and then resumed in another lesson and can lead to multiple records when it encompasses a degree of reliability. The scheme is shown in the table below.

x (cross)	not illustrating the progress expected in gaining the curriculum standard (or standards) being assessed at this time (in a cognitive, skills, attitude or values sense)
✓ (tick)	is illustrating the progress expected (based on the class performance class as a whole, or if the teacher prefers, based on the progress made by the individual student as a criterion-based judgment)
✓✓ (double tick)	is illustrating progress above that expected on the particular attainment of the curriculum standard (or standards) being assessed

To show how this might be carried out geared to one area (in this case teacher observation) the following table illustrates an example geared to the dimension of observations during group-work involving experimentation and discussion, based on an identified curriculum standard with marks awarded on teacher chosen criteria.

Dimension	Curriculum Standard	Criteria for assessment	Mark/grade given
Teaching with student groups during an experimentation and discussion lesson	Investigating the conditions necessary for the rusting of iron to occur	Contributes to the group discussion during the inquiry phase (answering the inquiry question through experimentation, testing predictions, interpreting data, drawing conclusions)	
		Cooperates with others in a group and fully participates in the work of the group	
		Illustrates leadership skills – guiding the group by thinking creatively and helping those needing assistance (cognitively or in terms of psychomotor operations)	
		Shows tolerance and gives encouragement to the group members	

Teachers may of course add, remove or modify the above criteria.

3. Recommendations for developing teaching and learning materials

3.1. General information useful for teaching and learning materials developers

A. The label ‘Teaching and Learning Materials’ is a generic term used to describe the resources teachers use to organize the teaching and learning process to increase student success. Although the availability of textbooks has long been recognized as an important factor in educational attainment, the teaching and learning materials needed to support the learning process include more than textbooks alone. This is particularly true in cases where competence-based curricula, student-centered learning, problem solving and the development of thinking skills are concerned.

B. Of equal, or sometimes even greater importance than ‘teaching and learning materials’ for improving educational achievement, are various equipment and tools needed for instruction. These may include virtual/on-line resources (collections of documents, images and texts, songs, pictures etc.), educational software, games and TV broadcasts, ready-made experimental kits for various subjects and books other than textbooks for example topic-specific books, workbooks, teachers guides, maps and charts, atlases, anthologies, dictionaries, worksheets and listening and viewing materials of all sorts.

C. Since textbooks and other teaching and learning materials have a direct impact on the teaching content and how it is taught in schools and can potentially increase student success, they should be of great importance to policy makers in education and teachers. Therefore, it is of significant importance to develop teaching and learning materials and to monitor and review the quality of these materials (with regard to their relevance to assist in achieving general and specific educational competences, present content materials effectively), and ensure that the provision of these learning materials leads to effective learning under which the education is provided.

D. Teaching and learning materials may be ready-made printed textbooks, kits for different subjects, on-line resources and education software. Ideally, however, teachers should develop their own teaching materials that they have tailored to the context in which they are being used and to the students in whose class they are being used.

E. Students come into contact with a vast range of print, visual and multimedia materials in their daily lives. Their exposure to key materials should be mediated, with teachers and school principals having a major responsibility in this respect. The selection of teaching and learning materials is an integral part of curriculum planning and teaching in schools. Teachers have the duty to ensure that the teaching and learning materials they use are appropriate to their students’ developmental growth, and relevant to the achievement of anticipated learning outcomes.



3.2 Criteria for developing effective teaching and learning materials

When developing effective teaching and learning materials, publishers of educational materials should consider criteria to ensure that their products:

1. Are relevant a) to promote the vision, principles and values established by the National Curriculum Framework in Kuwait; b) for a competence-based, student-centered type of curriculum; and c) address knowledge, skills, values and attitudes required by the National Curriculum;
2. Address cross-cutting issues, for example gender equity, environmental issues, concepts of globalization, HIV/AIDS, rational consumption, health and others;
3. Are directly related to a school's curriculum policies and programs;
4. Support an inclusive curriculum, thus helping students to be aware of Kuwaiti cultural diversity and promote respectful relations with others;
5. Help teachers to increase the quality of planning, thus avoiding routine, and encouraging student involvement, creativity and diversity in learning;
6. Stimulate students to be motivated for and engage in learning;
7. Stimulate students to explore natural and social phenomena independently;
8. Encourage greater interaction among students in the learning process;
9. Assist teachers to differentiate learning by activating each student's learning style and rhythm of learning;
10. Motivate students and teachers to examine their own attitudes and behavior and to comprehend their duties, responsibilities, rights and privileges as citizens in the Kuwaiti modern society;
11. Encourage understanding of the Kuwaiti cultural heritage, as well as the contribution of different cultural and linguistic groups, people with disabilities, and others;
12. Are relevant to the age of the students for whom they are oriented and effective for their emotional, intellectual, social and cultural development. This includes the assurance that students will not be exposed to offensive materials that may include materials which inappropriately describe, express or otherwise deal with matters of sexual, ethnical or religious discrimination, drug misuse or addiction, crime, cruelty, violence or revolting or abhorrent phenomena.
13. Provide opportunities for students to develop critical thinking and active involvement in social life;
14. Present a range of views on all issues;
15. Are easy for students to understand and to use;
16. Consider national and international safety standards, not affecting the corporal integrity or the life of the students;
17. All printed materials consider national and international standards in terms of physical production (quality of cover card text paper, binding etc.), readability and durability.



3.3. Suggestions for the authors of teaching and learning materials, editors and publishers

When developing teaching and learning materials, editors and publishers should:

- Take into consideration the policy makers' and parents' interest to increase the effectiveness and achievement of the school;
- Be aware that the effectiveness of whatever learning materials are available depends on the ability of the teacher to use them as intended;
- Organize training sessions with teachers guiding them on how to use products for the benefit of students and do not settle just to produce and commercialize the materials;
- Ensure that they are able to develop their own teaching and learning materials tailored to the needs of specific learning activities and organize training session to enable teachers to develop such competences;
- Develop textbooks that do not include merely information, but a large range of exercises, review questions and illustrations that support a student-centered learning approach;
- Accompany textbooks or learning kits with relevant teachers' guides and students' workbook;
- Shift gradually the emphases from printed materials to interactive e-books and e-materials.



Appendix

Appendix 1. Types of Competences developed through the Kuwait National Curriculum

Competences are systems of knowledge, skills and attitudes/values developed through learning, which can be mobilized to identify and solve domain-specific or cross-domain problems in a variety of contexts. The Kuwait National Curriculum promotes three types of competences: Key Competences, General Competences and Specific Competences.

Key Competences: Key Competences - a newly introduced concept in Kuwait education – are integrated systems of knowledge, skills, values, attitudes, beliefs, and personal/social attributes that all individuals need to acquire for their personal fulfillment and development, inclusion and employment. The Key Competences are psycho-socially defined educational outcomes expected to be achieved by students at the end of their schooling (grade 12). The Key Competences are cross-curricular (i.e. non-subject specific), transferable and multifunctional competences. All subjects contribute to their development. The Key Competences defined by the Kuwait National Curriculum are presented in Appendix 3.

General Competences: As compared to the Key Competences, the General Competences are subject-specific; they define the most general subject-based integrated knowledge, skills and attitudes/values concerning students' expected outcomes by the end of grade 12.

Specific Competences: Specific Competences are sub-divisions of the General Competences, representing stages in the acquisition of the General Competencies. The Specific Competences are structured and developed in students during a school year. As compared to the General Competences, Specific Competences define more specific systems of integrated knowledge, skills and attitudes/values; they can cover specialized, topic-based competences students should display by the end of each grade. The Specific Competences are categorized in accordance to their reference to the following dimensions:

- A range of realities (knowledge) specific to the subject;
- A range of operations (skills and strategies) specific to the subject;
- A range of personal and social responses (attitudes, values, beliefs) mobilized by the knowledge and skills acquired in a certain subject;
- A range of connections with other subjects and domains.



Appendix 2: Types of Standards

For measuring the level of achievement of the competences the Kuwait National Curriculum resorts to two types of standards, Performance Standards and Curriculum Standards

Performance Standards: In the Kuwait National Curriculum, Performance standards describe to what extent the general competences are achieved by the end of each stage of education – Primary (Grade 5), Intermediate (Grade 9), and Secondary (Grade 12). Therefore, in the Kuwait National Curriculum, performance standards are defined at the level of each stage of education and relate to the general competences to be attained through each stage. As they are relevant at the end of each stage of education, performance standards are a matter of different forms of national summative assessment or examination. When there are well written assessments, aligned to the competences stated by the national curriculum, it is possible to observe through their performance that students demonstrate different levels of mastery of these competences. It is also possible to describe these “different levels” based on the evidence provided by the assessments, and to report results considering the percentage of students that have reached them.

Curriculum Standards: In Kuwait, the curriculum standards refer to the quality level to be achieved by students in attaining the Specific Competences. Curriculum standards describe to what extent the Specific Competences should be achieved by the end of each grade. In the Kuwait Curriculum, curriculum standards are defined at the level of each grade and relate to Specific Competences defined in the Subject Curriculum. As they are relevant for the students’ progress in learning, curriculum standards are a matter of school- and class-based formative and summative assessment.



Appendix 3: Key Competences

The Key Competences students should master by the end of Grade 12 are:

1. Islamic Religious and Ethical Competences

These competences refer to enhancing national, Arabic, Islamic and global identities, through a sense of belonging, as well as open and mutual understanding with others – meaning Secondary level graduates that:

- Show respect for the values of Islam and prize their Arabic and Islamic identity;
- Identify, respect, assume/internalize and promote in individual and community life the religious, cultural and ethical values of Islam;
- Act in everyday life being culturally aware of the pillars of his/her Islamic religion, respecting the values of the Kuwait State and its constitution, and being aware of their own ethnic and cultural identity, language and national traditions;
- Show respect to parents, family, community, school and teachers, society at large, understanding their sacred values and traditions;
- Show openness to enriching their personal identity through understanding other cultures and values as part of their global identity; assume a wider, multi-layered concept of identity as an opportunity for personal and collective enrichment and not as a threat to any individual, local or national identity;
- Clearly internalize and affirm his/her rights as a Moslem individual;
- Show respect and appreciation for their own religion, ethical values and beliefs as well as the values and beliefs of others.

2. Communicative Competences in Arabic Language

These competences refer to communicate fluently in Arabic in a large variety of contexts, settings and subjects – meaning Secondary level graduates that:

- Communicate through Arabic language as well as other symbols, signs (of natural and artificial languages) and codes (including non-verbal ones);
- Understand and use the Arabic language arts represented in speaking, listening, reading, writing, media and other forms of expression;
- Engage in, and contribute to respectful and productive dialogue in Arabic;
- Demonstrate the ability to follow general communication/interactional rules in Arabic while being also creative;
- Process and interpret appropriately the cultural, aesthetic as well as ethic values embedded in classical and current day Arabic culture;
- Preserve the values of Arabic culture, and contribute creatively according to his/her capacities to further nurture these values.



3. Communicative Competences in English and other Foreign Languages

These competences refer to communicate effectively in English and other foreign languages in a range of contexts – meaning Secondary level graduates that:

- Communicate verbally/nonverbally through the use of English and different foreign languages;
- Express him-herself through the symbols and signs of English and different foreign languages;
- Use English and different foreign language arts represented in speech, listening, reading, writing, media and expression;
- Engage in, and contribute to respectful and productive dialogue in English and different foreign languages;
- Demonstrate the ability to follow general communication/interactional rules in English and different other foreign language while being also creative;
- Process and interpret appropriately the cultural, aesthetic as well as ethic values embedded in the English language and culture as well as other foreign cultures and literature approached);
- Safeguard the rights of cultural property and traditions;
- Show respect to the diversity and multiplicity of cultures.

4. Mathematical Competences

These competences refer to expressing themselves by using the mathematical language and mathematical understanding, as well as related symbols, signs and codes in a range of social and professional contexts – meaning Secondary level graduates that:

- Apply and use mathematical competences in everyday life;
- Use creatively – in concrete life settings - the logical reasoning and basic operations of arithmetic, geometry, statistics and other related mathematical domains;
- Use approaches typical to logical and mathematical thinking as well as problem solving in various life-related situations and contexts: identify a problem; understand the key request – question of the problem, identify, locate and access appropriate information needed for solving the problem, construct hypotheses, critically process (analyze, make synthesis, organize, use and apply) information/knowledge; develop conceptual thinking and sound reasoning; evaluate options and make informed decisions;
- Engage individually and in cooperation with others in creative problem solving;
- Design and conduct innovative and original mathematics related projects;
- Use a mathematical way of thinking for identifying and solving a variety of problems in real-life situations and in various domains of knowledge;
- Show interest in public matters, and contribute to problem solving at school and community level.



5. Social and Civic Competences(i.e. Competence related to social and civic identity, values and actions)

These competences refer to enhancing promotion of democratic citizenship as well as making use of knowledge, skills, values and attitudes required to foster inclusiveness, justice and sustainable development based on respect for all people's human rights and fundamental freedoms – meaning Secondary level graduates that:

- Engage competently and responsibly in their private, public and professional lives based on the understanding of their local and wider environments and how they function (i.e. the structures, culture, practices, rules and expectations) as well as their role therein as active citizens volunteering and participating in the service of their community and country;
- Cope actively with the specific multi-ethnic and multi-cultural character of Kuwait society, and constructively and positively deal with issues of diversity and differences;
- Show respect for their own rights and the rights of others, regardless of their ethnicity, language, culture, religion, gender, age, social and educational background and economic status;
- Respect other types of social organizations and systems;
- Respect social and cultural beliefs of others and reject all types of intolerance, extremism and racism;
- Show responsibility for themselves, for others, for society and for the environment;
- Demonstrate initiative and take decisions, fulfill duties and obligations, being aware of, and acknowledge the consequences of personal and collective actions;
- Connect the causes to the result of different social phenomena and processes and be aware of their consequences;
- Actively and responsibly exercise his/her rights that do not conflict with the respect of the rights of others;
- Demonstrate through concrete action the spirit of citizenship and care for public interest;
- Value diversity and demonstrate tolerance, respect and inclusive attitudes;
- Manage and solve conflicts constructively;
- Participate in democratic decision making at all levels in families, schools, local communities and neighborhood activities, as well as in local and national political processes;
- Practice and promote human values and principles in daily life (i.e. respect of personal dignity; fighting against prejudices and discrimination of all kind; fighting poverty and marginalization; promoting gender equality);
- Protect the natural and man-made environment and contribute to sustainable growth and development.



6. Scientific, Technological and Digital Competences

These competences refer to using scientific and technological language and understanding in a range of social and professional contexts – meaning Secondary level graduates that:

- Identify, analyze, synthesize, process and interpret scientific data, facts, processes and phenomena (through observation - monitoring – measurement – examining charts, tables and graphs etc.);
- Investigate, experiment and infer conclusions related to various domains of knowledge;
- Participate in collaborative group work in matters related to sciences;
- Use higher-order thinking skills in matters related to problem solving in Sciences (verification – induction - deduction – forecasting – summary, etc.);
- Conduct diverse scientific experiments and, possibly, research in the area of sciences;
- Apply data and results of different scientific approaches in everyday life settings in school and beyond;
- Use technology and Information and Communication Technology (ICT) in everyday life situations;
- Use ICT and media effectively and responsively as key interaction and communication; “philosophy”, means and underlying philosophy of the digital age;
- Initiate innovative projects related to technology and communication sciences;
- Behave ethically when navigating on the Internet;
- Use responsibly e- and network-based learning, Communities of Practice (CoP), Facebook, Twitter, etc.

7. Personal Development and Learning to Learn Competences

These competences refer to enhancing personal development resources and meta-cognitive skills for a good quality life – meaning Secondary level graduates that:

- Demonstrate, through action, their understanding to learn throughout life;
- Use and manage information correctly, critically, creatively and responsibly;
- Determine the most suitable learning methods and strategies for themselves;
- Improve own learning styles;
- Determine priorities and learning objectives;
- Show initiative, assess risks and handle obstacles to learning;
- Build on, and apply prior learning and experiences;
- Use appropriate resources for the full development of their own individual potential;
- Enjoy visual arts experiences through seeing and producing art examples that are appropriate to student’s age;
- Enjoy musical experiences appropriate to the students’ age, through listening and performing



- Are aware of and enjoy the most common music and art traditions of Kuwait and other parts of the Arab world throughout history;
- Appropriately balance the intellectual, emotional and motional components of their personality, reinforcing their self-confidence and self-esteem, positive motivation and the capacity to make proper use of their attributes, while respecting and valuing the attributes of others;
- Correctly identify and use their own strengths and weaknesses, build on strengths and work to overcome weaknesses;
- Make informed choices and decisions about health, diet and physical culture and exercise;
- Pursue personal life plans and projects and assess whether and how goals were achieved;
- Act autonomously and responsibly, with the full awareness of consequences;
- Recognize and manage their emotions;
- Relate to, co-operate with and empathize with others;
- Manifest compassion and tolerance toward others;
- Initiate, maintain, and sustain healthy relationships with others, including with individuals from diverse backgrounds;
- Overcome prejudices and compromises that might affect others' interests;
- Manage stress, anger, traumas and resolve inter-personal conflicts constructively;
- Observe and apply the rules of good behavior and ethics in various situations;
- Make creative use of their knowledge and skills in different situations and new contexts;
- Analyze and draw conclusions for their own life regarding the realities of the local economic setting;
- Take responsible choices regarding future life and profession according to individual needs and the benefit of their society;
- Link harmoniously theoretical knowledge to practical activities, displaying a positive attitude towards learning;
- Apply acquired knowledge and skills to further studies, in work, as well as in their public and private lives.

8. Life and Work, Entrepreneurship, Economic and Financial Competences

These competences refer to enhancing the potential to successfully face the everyday challenges of life and work in a Knowledge Society – meaning Secondary level graduates that:

- Use valuable up-to-date knowledge and instrumental skills which enable them to cope with the challenges of a knowledge society, a global economy, and lifelong learning prospects in an increasingly interdependent world;
- Use creatively knowledge on basic and alternative economic resources in Kuwait and the region;
- Initiate or participate in local economic projects according to individual interests and own; community needs;

- Participate in initiating, organizing, managing, monitoring and evaluating projects that have economic and financing impact;
- Manage resources, time, people and their environment productively and responsibly;
- Work cooperatively with others, share and manage conflicts;
- Act autonomously and responsibly, showing initiative and assessing risks;
- Evaluate own work and reflect critically on aims and purposes;
- Use in his/her interest information on career choice and development, develop individual career; plan and follow it consequently while adapting it to changing individual and social settings;
- Demonstrate openness and potential for learning to live together and promote the principles of sustainable development;
- Show curiosity and inquisitiveness and demonstrate positive and constructive attitudes towards differences;
- Exercise their rights and responsibilities within the family, different communities, the work place, and public life;
- Contribute to preserving the environment and to sustainable development at local and global levels.

