MINISTRY OF EDUCATION

Arabic

TEACHER MANUAL

YEAR 1

MINISTRY OF EDUCATION

REPUBLIC OF GHANA

Arabic

Teacher Manual

Year One

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

ARABIC TEACHER MANUAL

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INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for Arabic covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains information for all 24 weeks of Year One. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

Learner-Centred Curriculum

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

Promoting Ghanaian Values

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

Integrating 21st Century Skills and Competencies

The SHS, SHTS, and STEM curriculum integrates 21st Century skills and competencies. These are:

- **Foundational Knowledge:** Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship

- **Competencies:** Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication

- **Character Qualities:** Discipline and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

Balanced Approach to Assessment - not just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

- o   Internal Assessment (30%) – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.
- o   External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

An Inclusive and Responsive Curriculum

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

- ·   Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.
- ·   Incorporating strategies and measures, such as differentiation and adaptative pedagogies ensuring equitable access to resources and opportunities for all learners.
- ·   Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.
- ·   Making provision for the needs of gifted and talented learners in schools.

Social and Emotional Learning

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

Philosophy and vision for each subject

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for Arabic is:

Philosophy: Every learner of the Arabic language can develop the right communicative competencies, requisite knowledge, skills and values to realise their potentials, achieve their academic and career development goals in life to participate meaningfully in national and global development.

Vision: A well-equipped learner with foundational ability to communicate in Arabic, analyse critically the world around them and apply their knowledge, skills and character positively on their lives and that of others.

ACKNOWLEDGEMENTS

Special thanks to Professor Edward Appiah, Director-General of the National Council for Curriculum and Assessment (NaCCA) and all who contributed to the successful writing of the Teacher Manuals for the new Senior High School (SHS), Senior High Technical School (SHTS) and Science Technology, Engineering and Mathematics (STEM) curriculum.

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SCOPE AND SEQUENCE

Arabic Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1	Listening	Phonology of the Arabic Language	1	3	4	1	2	4	2	3	6
		Phonology of the Arabic Language (II)	1	2	4						
		Listening comprehension and participation	1	1	2	2	2	4	2	3	4
2	Speaking	Everyday Oral Communication	4	7	14	5	6	12	4	5	10
		Oracy and Aesthetics	3	4	8	3	3	6	3	3	6
		Grammar	1	1	3	1	1	2	1	1	2
3	Reading	Phonological Awareness / Oral Reading Fluency	1	2	4	2	4	4	2	4	4
		Reading Comprehension	2	3	6	3	4	7	3	4	7
		Grammar	1	1	2	1	2	5	2	2	5
		Critical Reading	1	2	4	2	4	8	1	2	4
4	Writing	Arabic Orthography	1	1	2	1	1	2	1	1	2
		Composition	2	3	6	3	4	7	3	4	7
		Creative Writing	2	2	4	2	2	4	2	3	4
		Grammar	1	1	2	1	1	2	-	-	-
Total			**22**	**33**	**65**	**27**	**36**	**67**	**26**	**35**	**61**

Overall Totals (SHS 1 – 3)

Content Standards	**75**
Learning Outcomes	**104**
Learning Indicators	**193**

SECTION 1: INTRODUCTION TO ARABIC PHONOLOGY

Strands

1. Listening
2. Reading

Sub-strands

1. Phonology of the Arabic Language (i)
2. Phonological Awareness / Reading Fluency

Learning Outcomes

1. *Explain the sound pattern of Arabic rhymed prose, with focus on the phonemic arrangement and sequence, the stressed and unstressed elements with their related mood or emotion.*

2. *Apply reading rules of semi-complex fully vowelised prose at a reasonable speed.*

Content Standards

1. Demonstrate knowledge and ability to identify the sound patterns of Arabic poetry and prose.

2. Demonstrate understanding and application of reading techniques of a moderately complex authentic text at a reasonable speed.

INTRODUCTION AND SECTION SUMMARY

This section aims at acquainting the learners with the essential phonology of the Arabic Language, and gradually and systematically enhances their proficiency in listening and reading the language with a certain degree of accuracy and confidence. It explains the sound pattern of Arabic literary texts, with focus on the phonemic arrangement and sequence, the stressed and unstressed elements with their related sound effects.

The learner is expected to know and identify the different sound patterns of Arabic prose and poetry, highlighting the syllable and consonant cluster, the stressed and unstressed sounds. One of the targeted outcomes is the ability to apply rules in reading a semi-complex fully-vowelised prose and poetry with clear voice, rhythm, intonation and proper pronunciation of every single word at a normal reading pace. This section is meant to develop the learner's Phonological awareness which is crucial for reading and spelling success of Arabic script. This is linked to phonemic awareness where a learner acquires the ability to notice, think about, and work with the individual sounds (phonemes) in spoken words, as against understanding the meaning of individual words or a reading text.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The teacher forms mixed-ability groups of learners and asks each group to repeat what they hear and then tell their observations of the various sound patterns or word patterns that constitute contrasting elements that distinguish a purely literary text from an ordinary one. The learner is expected to know and identify the difference of sound pattern or word patterns of various Arabic literary texts (Prose/ Poetry), highlighting words with common sounds, the syllable and consonant cluster, the stressed and unstressed sounds,

(عُّمَج، بّرْض، سّمْش) (مايصِ، لامِر، لاجِر) (مّوْجُنُ، بّوْلُقُ، تّوْيُبُ)

Besides the various groupings, individual learning challenges based on visual, auditory, and kinesthetic get teachers' attention and are, therefore, supported with their different learning styles.

ASSESSMENT SUMMARY

To ensure learners' understanding, and to reinforce concepts used during the teaching, teacher monitors learner's progress as formative assessment strategies, while addressing learners needs in real time. The teacher tests listening and repetition of sound patterns or word patterns as they occur in a purely literary text from an ordinary one, to evaluate learners learning outcomes. These daily and weekly observations, through question - answer sessions, classroom discussions, self- and peer-assessment constitute part of learners' overall learning achievements at the end of the term or year. Evaluations and grading in summative assessment in listening, oral and reading skills at the end-of-term/semester examinations demonstrate the learner's Depth of Knowledge of the various sound patterns or word patterns of different literary texts (Prose/Poetry) , his/her performance level and position in class.

Learning Indicators

1. *Identify the sound pattern of Arabic prose, highlighting the syllable and consonant cluster, the stressed and unstressed sounds*

2. *Analyse the sound pattern of Arabic prose and show the various consonantal and syllabic patterns and structure of words.*

3. *Read semi-complex fully vowelised classic prose with clear voice, rhythm, intonation, and proper pronunciation at a reasonable speed.*

Theme or Focal Area(s): Listening Skills in Lexical Structure and Sound Pattern of Prose

Listening is the ability to accurately receive and interpret messages in the communication process. The learner is expected to be able to notice, think about, and work with the individual sounds (phonemes) in a prose text. This includes the ability to identify sounds that blend into words, as well as the ability to segment words into sounds. In much the same way, the learner should be able to recognise and manipulate the spoken parts of sentences and words by segmenting a sentence into words, identifying the syllables in a word, and again blending those words into sentences.

Tasks

اللتان سيتدرب عليهما أيضا عند قراءة النصوص الأدبية للتعرف على مزايا النصوص النثرية والنصوص الشعرية.

1. استمِعْ ورِّدْ

2. اكتب ما تسمعه من النص وميز بين الأحرف والمقاطع.

3. رَدِّدْ واحفظ ثلاثةَ جُمَلٍ من النصّ.

4. حدِّدِ الكلمات المسجوعة في الخطبة الآتية:

إنَّ أفضلَ الأشياءِ أعاليها، وأعلى الرِّجالِ مُلوكُها، وأفضلَ الملوكِ أَعَمُّها نفعًا، وخيرَ الأزمنةِ أَخْصَبُها، وأفضلَ الخُطَباءِ أَصْدَقُها، الصِّدقُ مَنْجَاةٌ، والكَذِبُ مَهْوَاةٌ.........

Skills and Competencies to Reinforce are:

Critical Thinking and problem solving: Critical listening to determine sound pattern of Arabic requires critical examination of the underlying phonemic sequence. It involves analysis evaluation and judgment in addition, learners will decipher differences in sounds and identify sound refrains, which will also involve brain work and deep thought.

Communication: Listening plays an integral part of communicating, and it involves receiving sound, understanding the message conveyed in the sounds you hear, evaluating the message, and responding to it. Learners with good listening skills can comprehend what they hear and respond appropriately. Learners will know and understand how textual representations for sounds on paper are produced orally. They will then understand how speech sounds are organised in the mind and used to convey meaning.

Pedagogical Exemplars

Collaborative learning: Facilitator engages learners in reading drills to improve pronunciation and fluency. By vocalizing the words, learners become more aware of the sounds and intonations of the language. This practice allows them to develop accurate pronunciation and rhythm. This exercise enhances listening skills which recognise different sounds and patterns in the language. Learners can be placed in mixed-ability groups to ensure that learning with visual, auditory, and kinesthetic learning styles are all catered for. Here learners understand individual learning challenges and deficiencies, and thereby adopt strategies to address them.

Key Assessment

Assessment Level 1: Listen and repeat the words with stressed and unstressed elements.

Assessment Level 2: Identify the sound pattern of Arabic Prose, focusing on the rhythm, the stressed and unstressed elements.

Assessment Level 3: Write down the dictated sentences by segmenting the individual words that form each sentence, and then further break down the words into their phonemic components.

Theme or Focal Area: Loud Reading with Correct Articulation

Learners of this level would have already received explicit teaching in phonics at the early stages and have acquired a fair reading skill. The spelling of an Arabic word accurately reflects how it is pronounced it with the exception of a few irregular words. Learners would therefore need to continue to sound out words to become familiar with them. Well-designed phonics teaching is essential in teaching reading and spelling, and it becomes the tool for learners to work out unknown words. Phonics teaches learners how to decode words. This is a necessary step in reading unknown words with comprehension.

Practical Reading Drills

سَلَمٌ	شِدَادًا	شَرَابًا	صَوَابًا	طَعَامٍ
عَذَابٌ	عَطَاءً	غَثَّاءً	كِتْبًا	كِرَامًا
لِبَاسًا	لِسَانًا	مَآبًا	مَتَّعًا	مُطَاعٍ
مَعَاشًا	مَفَازًا	مِهْدًا	نَبَاتًا	وِفَاقًا

Tasks

اقرأ النّصَّ قراءةً جَهْرِيَّةً صَحيحةً وَمُعبِّرةً.

إنَّ أفضلَ الأشياءِ أعاليها، وأعلى الرِّجالِ مُلوكُها، وأفضلَ الملوكِ أَعَمُّها نفعًا، وخيرَ الأزمنةِ أَخْصَبُها، وأفضلَ الخُطَباءِ أَصْدَقُها، الصِّدقُ مَنْجاةٌ، والكَذِبُ مَهْوَاةٌ.........

● الأدب العربي للصف الأول الثانوي، الفصل الدراسي الأول، الرياض، وزارة التربية والتعليم، 2011، ص.78.

Skills and Competencies to Reinforce are:

Critical Thinking and problem solving: Identifying the sound pattern of Arabic requires critical examination of the underlying phonemic sequence. It involves analysis, evaluation and judgment. In addition, learners will decipher differences in sounds and identify sound refrains, which will also involve brain work and deep thought.

Communication: Reading aloud is an effective technique that can boost learners' confidence. By regularly reading aloud, one becomes more comfortable with the sound and rhythm of Arabic - and so increases one's confidence in communicating. In addition, reading aloud also enhances pronunciation. Pronouncing Arabic words correctly is often a challenge for non-native speakers due to the differences in phonetics and intonation. By reading aloud, learners train their organs of speech to produce the correct sounds and intonations of Arabic words. This practice not only improves learners' pronunciation but also ensures that they are better understood by others.

Pedagogical Exemplars

Collaborative learning: Class activities provide support to learners in developing and applying understandings about phonemic construction of words and how that support reading and writing. Often this should focus on the syllable at the beginning, in the middle and at the end of words. Learners might also be encouraged to think about rhyming words using phonological and visual cues, rather than semantic or grammatical information. This can be conducted in mixed-ability groupings, where the teacher ensures that interventions are based on visual, auditory, and kinesthetic learning styles.

Key Assessment

Assessment Level 1: Read fully-vowelised verses of the Qur'an with clear voice, rhythm, intonation, and proper pronunciation at a reasonable speed

Assessment Level 2: Apply reading rules of semi-complex texts at a reasonable speed of verses of poetry or the Qur'an.

Assessment Level 3: Explain how the sounds of vowelised characters are determined and are read with ease in a text of semi-vowelised nature consisting of complex combination of long words.

Learning Indicators: *Read semi-complex fully vowelised verses of poetry with clear voice, rhythm, intonation, and proper pronunciation at a reasonable speed.*

Theme or Focal Area(s): **The sound pattern of Arabic prose**

Definition of a Prose text

This is a continuation of reading drills to improve pronunciation and fluency. This practice allows learners to recognise the various sounds combination and intonations of the Prose. Prose is distinguished from poetry because of its complete lack of any metrical structure and variety of rhythm and has a closer correspondence to the patterns of everyday speech. This is linked to phonemic awareness where a learner acquires the ability to notice, think about, and work with the individual sounds (phonemes) in spoken words, as against understanding the meaning of individual words or a reading text.

Practical Reading Drills

وَجُوهٌ	قُعُودٌ	شُهُودٌ	رَسُولٍ	ثُبُورًا
رَحِيقٍ	خَبِيرًا	بَصِيرًا	أَلِيمٌ	أَثِيمٍ
مَجِيدٌ	كَرِيمٍ	قَرِيبًا	عَظِيمٌ	شَهِيدٌ
رُوَيْدًا	يَسِيرًا	يَتِيمًا	نَعِيمٍ	مُحِيطٌ
المَوْءُودَةُ	عِيشَةٍ	قُرَيْشٍ		
يَوْمَئِذٍ	مَوَازِينُهُ و	مَوْضُوعَةٍ		

Tasks

اقرأ النّصَّ قِراءَةً جَهْرِيَّةً صَحِيحَةً وَمُعَبِّرَةً.

أَيُّهَا النَّاسُ، اسْمَعُوا وَعُوا، إِنَّهُ مَنْ عَاشَ مَاتَ، وَمَنْ مَاتَ فَاتَ، وَكُلُّ مَا هُوَ آتٍ آتٍ، لَيْلٌ دَاجٍ، وَنَهَارٌ سَاجٍ، وَسَمَاءٌ ذَاتُ أَبْرَاجٍ، وَنُجُومٌ تَزْهَرُ، وَبِحَارٌ تَزْخَرُ، وَجِبَالٌ مِرْسَاةٌ، وَأَرْضٌ مِدْحَاةٌ، وَأَنْهَارٌ مَجْرَاةٌ .

Pedagogical Exemplars

Flexible-pace learning: Using a flexible approach to time-based composition, faster language learners are given the facility to complete extension tasks, and it gives slow learners an opportunity to complete their exercise at a more comfortable speed.

Collaborative learning: Forming mixed-ability groups of learners gives high achievers a platform to tell their observations, while it gives lower ability learners a way of collaborating with and learning from their peers.

Allocating different times and opportunities to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities. This also gives less

able students a way to add value and generates more confidence. Facilitating group work is excellent for empowering learners who are shy to participate more in class.

Learning Stations: Create learning stations/groupings based on visual, auditory, reading/writing and kinesthetic learning. This requires that individual learners are supported with their different learning styles, where audio and visual subtitles are incorporated in speaking exercises to cater for the various learning styles.

Key Assessment

Assessment Level 1: Repeat the stressed and unstressed elements in the text.

Assessment Level 2: Identify the sound pattern of literary classic Arabic prose, focusing on the rhythm, the stressed and unstressed elements.

Learning Indicators

1. *Read semi-complex fully vowelised classic prose with clear voice, rhythm, intonation, and proper pronunciation at a reasonable speed.*

2. *Identify the sound pattern of Arabic poetry, focusing on the rhythm, the stressed and unstressed elements.*

Theme or Focal Area(s): **The sound pattern of Arabic poetry**

Definition of Poetry Text

Poetry is a form of writing that uses rhythm and rhyme to create a musical or chant-like effect. Learners are therefore expected to identify the sound pattern of Arabic poetry, focusing on the rhyming, the rhythm, stressed and unstressed elements, including being able to identify words that rhyme, recognising alliteration. Learners then repeat and write what they hear from the following sampled lines of a poem then memories them.

Tasks

١. استَمِعْ إلى النصّ ورِدِّدْهُ.

٢. اكْتُبْ ما تسمعه من النص.

● احفظ الأبيات العشرَ الأولى من قصيدة أحمد شوقي: (قُـــمْ لِلْمُعَلِّمِ وَفِّهِ التَّبجيـــلا).
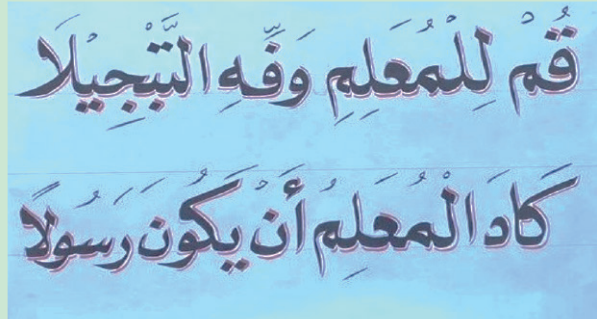
قُــم لِلمُعَلِّمِ وَفِّهِ التَّبجيـلا	كادَ المُعَلِّمُ أَن يَكونَ رَسولا
أَعَلِمتَ أَشرَفَ أَو أَجَلَّ مِنَ الَّذي	يَبني وَيُنشِئُ أَنفُساً وَعُقولا
سُبحانَكَ اللَهُمَّ خَيرَ مُعَلِّمٍ	عَلَّمتَ بِالقَلَمِ القُرونَ الأولى
أَخرَجتَ هَذا العَقلَ مِن ظُلُماتِهِ	وَهَدَيتَهُ النورَ المبينَ سَبيلا
وَطَبَعتَهُ بِيَدِ المُعَلِّمِ تارَةً	صَدِئَ الحَديدُ وَتارَةً مَصقولا
وَفَجَرتَ يَنبوعَ البَيانِ مُحَمَّداً	فَسَقى الحَديثَ وَناوَلَ التَنزيلا
إِنَّ الشَجاعَةَ في القُلوبِ كَثيرَةٌ	وَوَجَدتُ شُجعانَ العُقولِ قَليلا
الجَهلُ لا تَحيا عَلَيهِ جَماعَةٌ	كَيفَ الحَياةُ عَلى يَدَي عِزريلا

Skills and Competencies to Reinforce are:

Critical Thinking and problem solving: Critical listening to determine sound pattern of Arabic requires critical examination of the underlying phonemic sequence. It involves analysis evaluation and judgment in addition, learners will decipher differences in sounds and identify sound refrains, which will also involve brain work and deep thought.

Communication: Rhythmic sounds like those of poetry recitation are a bridge for metaphysical human connections. A lesson to allow learners to decipher differences in sounds and determine their patterns will make it easy for them to understand the language of rhythmic sounds and to discern the inner thoughts and emotions of the producers of these sounds or their listeners.

Pedagogical Exemplars

The target is to build the learners' capacity to hear and identify the spoken word and parts of words as separate units of meaning. Moving from identifying spoken Arabic words and parts of words to individual sounds in a word is complex and requires explicit knowledge. It is important to provide students with explicit and systematic opportunities to hear, identify, isolate, blend, segment and manipulate sounds in words. The initial focus may include breaking words into syllables, recognising and producing rhyme. Once learners can hear, identify, and isolate parts of spoken word, the teaching then moves to identify individual sounds in words. The more complex phonemic awareness skills, including sound blending, segmentation, and manipulation, are the indicators of decoding success.

Collaborative learning: Divide your classroom into small groups and ask the groups to choose one person to read a sentence from a portion of a text given to each group. Others then listen to identify, and isolate parts of spoken words, after which they then move to identify individual sounds in the words. The group that finishes first presents their results to the whole, followed by the second, then the third, until all groups take their turns.

Key Assessment

Assessment Level 1: Read the stressed and unstressed elements in the poetry.

Assessment Level 2: Identify the sound pattern of Arabic poetry, focusing on the rhythm, the stressed and unstressed elements.

SECTION 2: INTRODUCTION TO ARABIC LISTENING AND READING COMPREHENSION

Strands

1. Listening
2. Reading

Sub-strands

1. Listening Comprehension and Participation
2. Phonological Awareness/ Reading Fluency

Learning Outcomes

1. *Interpret information from oral/audio source by deducing the meanings of unknown words from the known ones.*

2. *Apply reading rules of semi-complex fully vowelised verses of poetry or the Qur'an at a reasonable speed.*

3. *Apply reading rules of semi-complex fully vowelised prose at a reasonable speed.*

Content Standards

1. Demonstrate knowledge and understanding of the meanings and purposes of the various non-fictional texts.

2. Demonstrate understanding and application of reading techniques of a moderately complex authentic text at a reasonable speed.

INTRODUCTION AND SECTION SUMMARY

This Section covers the explanation of Listening and Reading Comprehension in a practical way. While Listening Comprehension deals with the ability to receive, understand, interpret and respond to verbal messages from the speaker, Reading Comprehension is the ability to receive, understand, interpret and respond to a written message. Both involve interpretation and recognition of discourse elements, the understanding of the meaning of individual words or the understanding of the syntax of sentences that may arise in a dialogue. Besides understanding the meaning of the words and the sentences, the learners learn the importance of recognising context in Listening and Reading which means that the learners can relate what they hear to the real world in which they live as they can symbolically recognise concepts with language and link them together in order to understand what they hear or read and give it a meaningful meaning.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The teacher introduces various comprehension strategies to support learners learning experiences, such as previewing messages to have an idea of what it is; and prior knowledge strategy to link the message to previous personal experiences. The rest are Summarisation, Questioning, and Inferences. Using Collaborative Learning Strategy, the teacher put the class into heterogeneous groups, comprising low, average and high achieving students, were high achievers support students with learning disabilities and difficulties.

ASSESSMENT SUMMARY

To ensure learners' understanding, and to reinforce concepts used during the teaching, teacher monitors learner's progress as formative assessment strategies, while addressing learners needs in real time. The teacher test individual learners' performances to evaluate learners learning outcomes. These daily and weekly observations, through question - answer sessions, classroom discussions, self- and peer-assessment constitute part of learners' overall learning achievements at the end of the term or year. Evaluations and grading in summative assessment in listening, oral and reading skills at the end-of-term/semester examinations demonstrate the learner's Depth of Knowledge of the various sound patterns or word patterns of different literary texts (Prose/Poetry) , his/her performance level and position in class.

Learning Indicators

1. *List the words in the passage that are familiar and those that are not familiar.*

2. *Use familiar words in meaningful sentences.*

3. *Make and support inferences about implied meaning of words in the passage, in a particular context*

Theme or Focal Area(s): Listening Comprehension and Interaction

Listening is the ability to receive, understand, interpret and respond to verbal and non-verbal messages from the speaker. Listening Comprehension is part of communication skills such as the development of reading and writing comprehension. Listening Comprehension has the multiple processes of comprehension in language when it is understood, interpreted and spoken.

Tasks

فهم المسموع

1. استمع إلى قراءة المعلم ثم ردِّدْ بعده.

2. حَدِّدِ الكلماتِ غيرِ الْمَفْهومةِ ثم خمّن معناها.

3. أجِبْ عن الأسئلةِ المذكورة بعدَ الاستماعِ إلى النصِّ.

موضوعات الاستماع

مباراة كرة القدم – نظافة الجسم– الملابس– البيئة –

المواصلات – الغذاء الصحيّ – الحدائق العامة

Skills and Competencies to Reinforce are:

Communication: As a complex cognitive process that requires knowing meanings of words to construct mental representations of texts, listening comprehension is the foundation for all other academic skills. It equips learners with the ability to interpret complex concepts and communicate effectively.

Pedagogical Exemplars

Think-Pair-Share: Prepare learners to listen to a slow and carefully read text. Start by asking learners to individually think about the meaning of a given word, as he/she understands it. Pair learners to discuss their results and findings. Finally, have each pair share their ideas with the rest of the class, and open the floor for further discussion.

Collaborative learning: Forming mixed-ability groups of learners gives high cognitive abilities a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers. Allocating different listening times and opportunities to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.

Key Assessment

Assessment Level 1: Listen to the audio and write down ten familiar words and ten of those that are not familiar.

Assessment Level 2: Use ten words you hear and understand their meaning in sentences of your own.

Assessment Level 3: Infer the meanings of ten unfamiliar words from the audio text**.**

Theme or Focal Area(s): Reading Comprehension

Reading Comprehension is when the learners think actively as they read. They use their experiences and knowledge of the vocabulary and language structure to make sense of the text. They do more than decode the words in the text; learners are expected to understand and interpret what they read.

Tasks

1. اقرأ النصَّ قراءةً صحيحةً وبصوتٍ عالٍ.
2. عيِّنِ الكلماتِ غيرِ المفهومةِ ثم استنتج معناها.
3. أجب عن الأسئلة المذكورة بعد قراءة النصِّ.

موضوعات القراءة

مباراة كرة القدم – نظافة الجسم– الملابس– البيئة – المواصلات – الغذاء الصحيّ – الحدائق العامة

Skills and Competencies to Reinforce are:

Communication: As a complex cognitive process that requires knowing meanings of words to construct mental representations of texts, reading comprehension is the foundation for all other academic skills. It equips learners with the ability to interpret complex concepts and communicate effectively.

Pedagogical Exemplars

Teacher presents to the whole class the following key comprehension strategies:

- Previewing/Prior Knowledge
- Predicting.

- Identifying the Main Idea and Summarisation.

- Questioning.

- Making Inferences.

- Visualising.

- Retelling.

Collaborative Learning: After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher then asks them to form heterogeneous groups, comprising low, average and high achieving students, where each student reads to his/her group with support to students with learning disabilities and students at risk for reading difficulties.

Key Assessment

Assessment Level 1: What did *Zahid* tell his mother when she asked him why he was awake?

Assessment Level 2: Why did *Zahid* often enter his room?

Assessment Level 3: How was the problem solved?

Assessment Level 4: How do we benefit from the trees around us?

SECTION 3: **MEASUREMENT AND COUNTING**

Strands: **Speaking**

Sub-strands: Everyday Oral Communication

Learning Outcomes

1. *Calculate in hundreds and thousands, the number of people in your immediate environment, and quantities of items you use.*

2. *Calculate the distance between places you know, your weight and those of items you use.*

3. *Employ various conversation strategies such as interrogative statement, surprise and wonder to advance an argument.*

Content Standards

1. Demonstrate knowledge and application of arithmetic methods to calculate in hundreds and thousands, quantities, distance and weight.

2. Demonstrate knowledge and application of effective communicative strategies

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INTRODUCTION AND SECTION SUMMARY

This section targets the learners' communicative skill in counting items, measuring weight and distance by numbers. Learners should be able to use simple numerically descriptive language in their daily conversation with friends, in school, or at any shopping center. Monetary values and prices in Arabic are crucial components of this section. Prices and values follow the same word order as in counting items. The phrasal structure of the number/item should be taught by rote at this stage, as the learners' depth of knowledge of grammar is at developing stage, as wrong application of gender or number would not affect the meaning much. Learners are also exposed to the concept of length, height and weight as a measurement through real-life, relatable examples, which will help them to build the foundations of their understanding and expression about those concepts.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Role-play through drama and simulation in class as a tool for making learning more meaningful, authentic, accessible and engaging, especially in tasks that require the use of numbers and calculations. The strategy is to motivate students and make learning more approachable. It allows the teacher to bring more engaging learning experiences into the classroom. To get learners attention and full participation, the teacher allows each learner a role in the play. Another strategy is to put learners in groups for dice games, who compete among themselves by calculating in Arabic the numbers obtained after rolling a dice several times in turns. The group with the maximum number wins. Clearly linking mathematics to language learning and real-world examples can help learners to make learning an interesting experience.

ASSESSMENT SUMMARY

To ensure learners' understanding, and to reinforce concepts used during the teaching, teacher monitors learner's progress as formative assessment strategies, while addressing learners needs in real time. The teacher tests the learners' communicative skills using descriptive words to express numbers, weight, height and distance, to evaluate learners learning outcomes. These daily and weekly

observations, through question - answer sessions, classroom discussions, self- and peer-assessment constitute part of learners' overall learning achievements at the end of the term or year. Evaluations and grading in summative assessment in listening, oral and reading skills at the end-of-term/semester examinations demonstrate the learner's Depth of Knowledge of the various performance level and position in class.

Week 5

1. *Count the number of students in class to see its percentage to the total number of student population of the school.*

2. *Use tape measurements to calculate distances of classroom walls, as well as the learners' heights in class and strike the average*.

Theme or Focal Area(s): Arabic Numerals and Number of Items

Arabic numbers and counting are vital to language mastery. We count items, measure weight and distance by numbers. Learners should be able to use simple numerically descriptive language to orally make brief statements about objects and possessions. They should have already developed communicative skills in numeracy in their previous lessons; counting from 1 to100. This should be taught by rote learning just to enhance the students' ability to quickly recall basic facts about numbers and to help them develop foundational knowledge of counting items in Arabic with little attention to the grammatical rules at this stage.

Task

موضوعات الحوار: في محطة السيارات — في السوق – عند البقالة

The number and the numbered item are arranged as follows:

– طالب واحد   – طالبان اثنان   – ثلاث شجرات.   – أربع تفاحات .

– خمسة أقلام.   – أحد عشر كتابا.   – عشرة أعمدة.   – تسعة عشر رجلا

– تسع وتسعون امرأة.   – ألف شجرة

Skills and Competencies to Reinforce are:

Collaboration and Digital Literacy: Learners are guided to use digital gadgets in computations and dealing with numbers to solve problems. Working in a group to execute projects promotes synergy and appreciation of individual skills and capabilities which ultimately give a shared sense of purpose.

Critical thinking and problem solving: Learners will be required to apply reasoning that will lead to the conclusions and determination of the precise distance, heights or weight of items they measure. The exercise will enhance learners' clarity, accuracy, precision, consistency, relevance, and good judgement in their academic work as well as daily activities.

Pedagogical Exemplars

Collaborative-Game Learning: Learners engage in number game by adding, subtracting and multiplying their number in class by their sitting arrangement, age and gender distribution, etc. Learners are placed in groups for dice games, where groups compete among themselves by calculating in Arabic the numbers obtained after rolling a dice several times in turns. The group with the maximum number wins. Clearly linking mathematics to language learning and real-world examples can help learners to make learning an interesting experience.

Key Assessment

Assessment Level 1: Write the following numerals in Arabic words: 10, 30, 70, 80, 100

Assessment Level 2: Randomly open a page and tell its number.

Assessment Level 3: Count the males and that of the female in your class and tell the percentage of each gender in class.

Learning Indicators

1. *Tell how much you buy food, clothes, learning materials, and electronics.*

2. *Apply questions as a strategy to seek clarity of a statement.*

3. *Employ rhetorical question to show surprise or wonder about an opposing statement or view.*

Theme or Focal Area: Arabic Numerals and Prices:

Talking about monetary values and prices in Arabic is an important part of everyday communication. Price refers to the amount of money required to purchase a good or service. It is the value that is placed on a product by the seller. Prices or monetary values follow the same word order as in counting.

Tasks

كم ثمن القميص؟

ثمنه: سيدي واحدٌ   – سيدان (اثنان)   – ثلاثةُ سيداتٍ   – أحدَ عشرَ دولارا   – تسعةَ عشرَ ريالا

– خمسةٌ وثلاثونَ قميصا– تسعةٌ وتسعونَ جنيهاً   – ألفُ دينارٍ.

موضوعات الحوار: في محطة السيارات — في السوق – عند البقالة - في متجر الملابس

Pedagogical Exemplars

Teaching with Simulations: A market scene is created in class. On display are various items with price tags. Teacher assigns students roles as buyers and sellers of goods in the market and asks buyers to strike deals sellers in appropriate language, to exchange the goods by paying the cost with an amount of money. Teacher ensures each learner is given the opportunity to participate.

Key Assessment

Assessment Level 1: Write the following numerals in Arabic words and add an item for each one: 10, 30, 70, 80.

Assessment Level 2: Write a question seeking the clarification of the price of your favorite shirt.

Assessment Level 3: Tell the class how much you think your favorite items may cost today in the market.

Assessment Level 4: If a seller takes seven percent off the price of a shirt that sells for 30 Ghana cedis, how much would the buyer be paying for the shirt? Calculate in Arabic numerals

Learning Indicator: *Tell the distance between your house to the school, market, shopping center, or city center.*

Theme or Focal Area(s): Numeracy, Calculation and Measurement

Learners are exposed to the concept of length, height and weight as a measurement through real-life, relatable examples, which will help them to build the foundations of their understanding and expression about those concepts. Learners compare, describe and solve practical problems by dealing with comparisons. They use such descriptive words as "long", "short", "tall", "longer", "shorter" and "taller", They measure lengths and heights using a tape or a ruler. Learners will also compare, describe and solve practical problems for weight. They use language such as "heavy", "light", "heavier than" and "lighter than".

Tasks

كم يزيدُ طولُ الإنسانِ بعد سبعَ عشرةَ (17) سنة؟

بماذا يُقاسُ طولُ الإنسان؟

كم كيلومترا من أكرا إلى تمالي؟

من أكرا إلى تمالي تِسعمائةٌ وسِتٌّ وخمسونَ (956) كيلومترٍ.

كم تَبْعُدُ أكرا عَنْ كماسي؟ ....

موضوعات الحوار: أحمد في المستشفى — نزهة في المدينة — زيارة إلى قرية العائلة

Skills and Competencies to Reinforce are:

Collaboration and Digital Literacy: Learners are guided to use digital gadgets in computations and dealing with numbers to solve problems. Working in a group to execute projects promotes synergy and appreciation of individual skills and capabilities which ultimately give a shared sense of purpose.

Critical thinking and problem solving: Learners will be required to apply reasoning that will lead to the conclusions and determination of the precise distance, heights or weight of items they measure. The exercise will enhance learners' clarity, accuracy, precision, consistency, relevance, and good judgment in their academic work as well as daily activities.

Pedagogical Exemplars

Group game: The learners engage with a measurement guessing game, The teacher will regroup the learners into groups of mixed ability then ask each group to have a walk around the school within limited time and measure the distance between each facility whilst taking notes on the longer and shorter distances based on their proximity. The group to the nearest answers wins.

Key Assessment

Assessment Level 1: Write the following numerals in Arabic words: 99, 130, 172, 188.

Assessment Level 2: Guess the distance from Accra to Kumasi.

Assessment Level 3: Use tape measurements to calculate distances of classroom walls, as well as the learners' heights in class and strike the average of the two.

Learning Indicator: *Tell your weight, that of people you know, or items you use*

كم وزنك؟

وزني 50 كيلو جرام

طريقة معرفة الوزن المثالي

كيلوغرام – غرام – طن – أوقية   – رطل.

Theme or Focal Area(s): Numeracy, Measurement and Weight

Learners have experienced the measurement of weight in daily life and in various routine activities such as at the time of physical health check-ups to measure their body weight. Although weight is a quantity that cannot be measured in a direct, visible way like length and size, it should be done through actual measuring of concrete objects. It is important for learners to understand the concept of weight, and its measurement in Arabic to enhance their communicative competence.

Skills and Competencies to Reinforce are:

Collaboration and Digital Literacy: Learners are guided to use digital gadgets in computations and dealing with numbers to solve problems. Working in a group to execute projects promotes synergy and appreciation of individual skills and capabilities which ultimately give a shared sense of purpose.

Critical thinking and problem solving: Learners will be required to apply reasoning that will lead to the conclusions and determination of the precise distance, heights or weight of items they measure. The exercise will enhance learners' clarity, accuracy, precision, consistency, relevance, and good judgement in their academic work as well as daily activities.

Pedagogical Exemplars

The class facilitator employs weighing scales for learners to calculate their weights. Each member of a group announces his/her weight to the class. Each group then records and calculates the weight of each member of its group, the total of which is taken and compared with the totals of other groups. These are also read out in class by group leads. Learners compare, describe and solve practical problems by dealing with comparisons. They will also compare, describe and solve practical problems for weight. They use descriptive words such as "heavy", "light", "heavier than" and "lighter than", and terms as milligram, gram, kilogram, pounds and ounces.

Key Assessment

Assessment Level 1: Write your weight in Arabic words using the suitable unit.

Assessment Level 2: Use the scale to weigh 4 items in your environment then write the number in Arabic words after you take off 300g of the total.

SECTION 4: READING COMPREHENSION AND PARTS OF SPEECH

Strands: **Reading**

Sub-strands

1. Reading Comprehension
2. Grammar

Learning Outcomes

1. *Describe your understanding of the author's idea(s) by comparing and contrasting with what you know already.*

2. *Identify Parts of Speech in Arabic, their key features and functions*

Content Standards

1. Demonstrate knowledge and understanding of text content using reading strategies of semi-complex text at a reasonable speed. (B1, CEFR)

2. Reading Good Arabic: Grammar Unit

3. Demonstrate knowledge and understanding of parts of speech and their grammatical functions

INTRODUCTION AND SECTION SUMMARY

Reading comprehension is the foundation for all other academic skills. As such it is a complex cognitive process that requires knowing meanings of words to construct mental representations of texts. A person with great reading comprehension can visualise, question, and interpret what they are reading. But the key prerequisite for good reading comprehension is knowledge of grammar. Because when words are not arranged in their appropriate order, meaning becomes distorted. Teachers facilitate learners' easy understanding of grammar by situating grammar instruction in the context of reading. Immersing students in authentic reading activities, using sampled grammatical concepts in real life leads to better understanding. It assists with comprehension skills and improves oral or written expressions. This section focuses on the features and characteristics of the three Arabic Parts of speech: Noun, Verb, and Particle. Each part has a version that depicts number (singular, dual, plural), gender (masculine and feminine) and case (nominative, accusative and genitive). Besides that, all verbs have tense (past tense and present tense). The grammatical function which refers to the role a word or phrase plays in the context of a sentence is a key feature of this section. It explains functions such as Subjects, Objects, Direct Objects, Indirect Objects.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Teacher incorporates grammar instruction into the reading passage through sampled sentences that appear as a jigsaw puzzle, where learners learn about one piece (Part of Speech) of the puzzle (incomplete sentence) at a time. This strategy helps learners see how different parts of the Arabic language relate to and connect with each other. It also helps them understand the function of each component and it adds to the meaning of the sentence. The strategy incorporates auditory and kinesthetic methods where learners learn poetic lines about different grammatical constructions and recite them while snapping their fingers and clapping their hands. This method provides students with many different ways to absorb the material. The teacher also uses sentence imitation (modeled

structure) in highlighting the grammatical component of the passage. The sentences containing the grammar concepts are extracted for learners to form sentences of their own using the same pattern as the sample sentence. This helps the learners to be familiar with the varied patterns of the authentic texts, and thus becomes a great tool for learners to appreciate grammar in context.

ASSESSMENT SUMMARY

To ensure learners' understanding, and to reinforce grammar concepts used during the teaching, teacher monitors learner's progress as formative assessment strategies, while addressing learners needs in real time. The teacher tests the learners' abbreviation and ability to identify the parts of speech, parts of the sentence, types of sentences and clauses as well as manipulating different grammatical forms to evaluate learners learning outcomes. These daily and weekly observations, through question - answer sessions, classroom discussions, self- and peer-assessment constitute part of learners' overall learning achievements at the end of the term or year. Evaluations and grading in summative assessment in listening, oral and reading skills at the end-of-term/semester examinations demonstrate the learner's Depth of Knowledge of the various performance level and position in class.

Learning Indicators

1. *Survey the text for clues related to its general idea, its relevance, and how the ideas connect to each other*

2. *Give possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary*

Theme or Focal Area(s): Knowing and understanding words at lexical and syntactic levels of a written text

Reading comprehension is the foundation for all other academic skills. As such it is a complex cognitive process that requires knowing meanings of words to construct mental representations of texts. It equips learners with the ability to interpret complex concepts and communicate effectively.

Tasks

اختر واحد من الموضوعات الآتية:	أجب عن الأسئلة الآتية.
مباراة كرة القدم – أهمية الرياضة – المواصلات العامة – تلوّث البِيئة –– وقاية من الأمراض – الغذاء الصحيّ – الحدائق العامة – أهمية العلم	س1) من الـ ....؟
	س2) بم ....؟
	س3) كيف ....؟
	س4) ماذا ....؟
	س5) ما رأيك ....؟
	س6) في الفقرة .... دلالة على .... ، أورد من النص ما يدل على ذلك.
	س7) ما العبرة المستفادة من النص... من الأخلاق؟
	س8) كيف فرّق الكاتب بين ....؟
	س9) ما هو....... في نظر الكاتب ؟
	س10) يشير الكاتب إلى .... ، فلماذا؟

Skills and Competencies to Reinforce are:

Communication: As a complex cognitive process that requires knowing meanings of words to construct mental representations of texts, reading comprehension is the foundation for all other academic skills. It equips learners with the ability to interpret complex concepts and communicate effectively.

Pedagogical Exemplars

Teacher takes learners through the following comprehension strategies:

Activate Prior Knowledge. The teacher finds out how well learners have built enough knowledge of places, events, emotions, vocabulary, and language structure previously that are related to the passage.

Predicting: Teacher investigates learners' expectations based on their prior knowledge about similar topics. As learners read, they may mentally revise their prediction as they gain more information.

Making Inferences: Teacher checks if learners can make inferences about meanings that are not explicitly stated in the text by recognising clues in the text itself.

Questioning: Teacher initiates the process of asking good questions and helps learners in finding the answers in the text.

Visualising: Teacher guides learners to interpret illustrations that are embedded in the text to further their understanding of the text or create their own mental images or drawings when the text doesn't contain illustrations.

The strategy incorporates auditory and kinesthetic methods where learners who have already achieved appreciable reading skills are selected to read loudly to the class, and teacher intervenes with explanations of the complex expressions. This method provides students with reading challenges many different ways to absorb the material. The teacher also uses sentence imitation (modeled structure) in highlighting common expressions for learners to adopt.

Key Assessment

Assessment Level 1: What did the girl hawker say was the reason for her name?

Assessment Level 2: What morality lesson can one learn from the text?

**Assessment Level 3:** There is allusion to negligence in the story. Quote from the text evidence of this.

Assessment Level 4: What do you think should be the solution to child labor in our society?

Learning Indicator: *Identify nouns, verbs and particles and state their identifiable features.*

Theme or Focal Area(s): Arabic Parts of Speech

A part of speech is any grammatical group, such as noun, verb, and adjective, into which words are classified based on their use. Arabic has three parts of speech, and there are clear grammatical rules for each part. The three Arabic parts of speech are:

1. (*Ism*) Nouns, adjectives, names, pronouns.

2. (*Fi3l*) Verbs.

3. (*Harf*) Particles (Preposition and Conjunction.
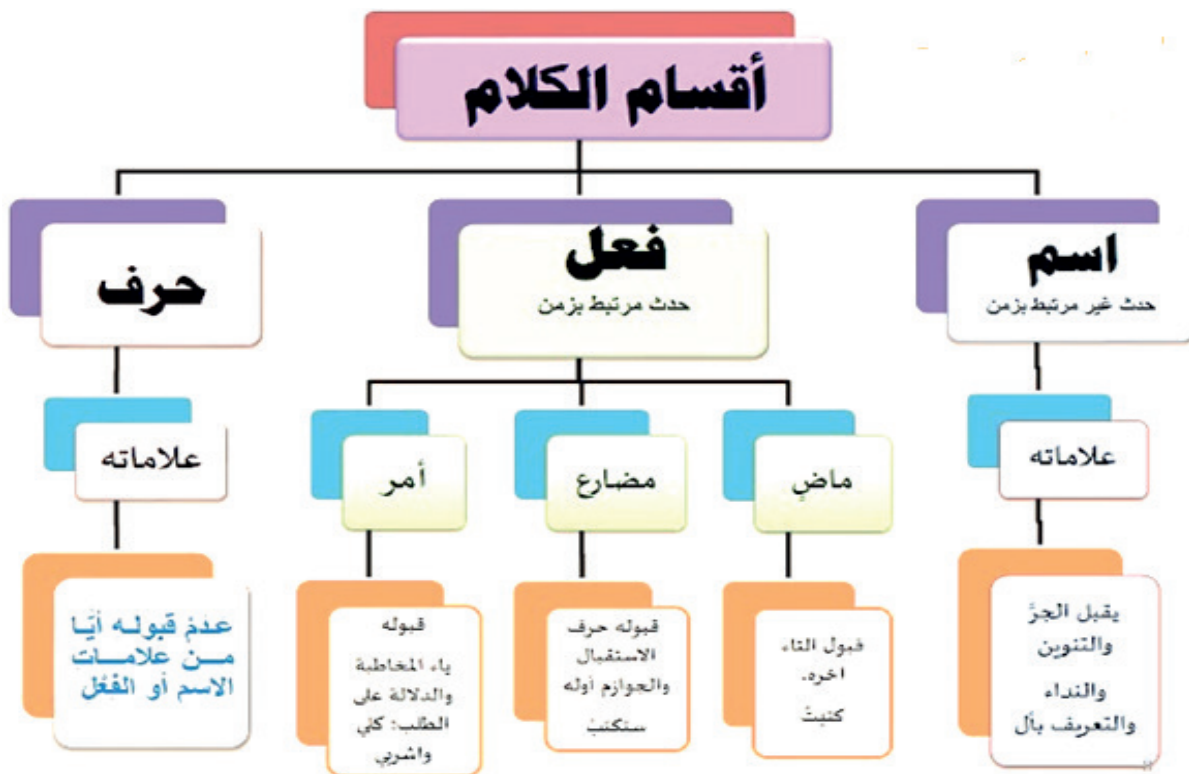
Tasks

The teacher asks learners to identify Nouns (and adjective) inflections from a reading passage, particularly reference to features that differentiate them from other parts of speech. Some of these features are Case (nominative, genitive, and accusative), State (indefinite, definite or construct) Gender (masculine or feminine): an inherent characteristic of nouns, but part of the declension of adjectives, Number (singular, dual or plural).

In much the same way, the teacher randomly points out learners to conjugate a given verb in the following tenses (present, past; future tense), indicating the gender (masculine, feminine), the persons (first, second, third) and numbers (singular, dual, plural).

Skills and Competencies to Reinforce are:

Communication: Learners will understand the implication of using poorly the grammar of the language. They will know that breaking grammatical rules can result in messages being unclear and misunderstood which affects their ability to communicate and exposes their poor attention to detail. So, good communication skills and good grammar are assets to foster.

Critical thinking and Problem solving: Grammar, the organisational principles of language, is the result of critical thinking. So, identifying parts of speech, parts of the sentence, and types of sentences and clauses as well as manipulating different grammatical forms are core aspects of critical thinking. The learners analyse their environment into its component parts and identify objects (nouns), actions (verbs), qualities and quantities (adjectives and adverbs), and so on. With this learner are developing their critical thinking skills.

Pedagogical Exemplars

Teacher engages learners in Arabic Grammar quiz about Word Class through sampled sentences that appear as a jigsaw puzzle, where learners learn about one piece (Part of Speech) of the puzzle (incomplete sentence) at a time. It can be used as a discussion starter during whole-class teaching or as a plenary at the end of a lesson. Sampled sentences with missing words are given to groups in class. Each group selects and reads a sentence that has a space to be filled to complete the sentence. The group picks any group to provide the missing word, its class and the identifiable feature. The correct answer gives the group a mark, while a wrong one reduces the mark. At the end of the quiz the group with the highest total marks wins. At the end of the exercise, the sentences containing the grammar concepts are extracted from the passage for learners to form sentences of their own using the same pattern as the sample sentences.

Key Assessment

Assessment Level 1: Give two identifiable features of a Noun and those of a Verb?

Assessment Level 2: Group the following words according to their Word Class:

المَوْقِف – يَنْتَظِرُ – السَّائِلُ – السَّيَّارَةَ – تَقَدَّمَتْ – فَتَاةٌ – تَبْلُغُ – مِنْ – و – عَلَى سَلَّةُ الْخُبْز – هِيَ – تُنَادِي – هذا – الرغيف – أَدْرِي – بِنْتٌ – الحكومة.

Assessment Level 3: Fill the following gaps by using appropriate word class to compose an essay.

تحية طيبة

وبعد، يطيب لي أن.........لك هذه.........، وأرجو أن تجدك و......... في أحسن حال. بلّغْ سلامي ...... والدك و........، ولا تنسى واجبك نحوهما، فطاعة الأم واجب.......الابن، فالجنة........ أقدام .... ، تذكري أنك تذهبين إلى............. لتدرسي، فلا تتكاسلي في طلب العلم فإنه يوصلك إلى ما ..... أن تكوني في المستقبل.   وفي الختام، .... لك ولجميع أفراد العائلة التوفيق.

Learning Indicator: *State the grammatical functions of nouns, verbs, and particles in a given sentence.*

Theme or Focal Area(s): Grammatical Functions of Parts of Speech

The grammatical function refers to the role a word or phrase plays in the context of a sentence, such as Subjects, Objects, Direct Objects, Indirect Objects, Objects of Prepositions, Adjuncts, Complements, Subject Complements, Object Complements, Adjective Complements, Predicates, Antecedents, Appositives, Expletives, etc.

This focal area focuses on the structure and relationships between the various components of a sentence, i.e., nouns, verbs, and particles. The grammatical functions of a Noun are determined by the cases (الإعْراب), which refer to the specific categories or roles that declension can indicate for nouns and adjectives in a sentence. In Arabic, there are three main noun cases: Nominative (مَرْفُوع – *marfū'*): Indicates the subject usually marked by a *ḍamma* (-ُ) at the end of the word. Accusative (مَنْصُوب – *manṣūb*): Indicates the object, and usually marked by a fatḥa (-َ) at the end of the word. Genitive (مَجْرُور – *majrūr*): Indicates part of a genitive construction (إضافة – *iḍāfa*), and usually marked by a *kasra* (-ِ) at the end of the word.

The Arabic verb (الفعل) comes with 13 distinct conjugation forms, all of which vary depending on the person (1st, 2nd, and 3rd), gender (male or female), and the number of people involved (singular, dual, or plural). This is true for each tense except for the imperative (Command) which only exists in the 2nd person.

The particle (الحَرف): a diverse category of words that function as connectors, prepositions, conjunctions, or other grammatical elements that provide structure and context to sentences. Particles do not undergo inflection and are crucial for understanding the relationships between nouns, verbs, and other sentence elements.

اقرأ النَّص الآني، ثُمَّ صَنِّفْ الكلماتِ التي تَحْتَها الْخُطوط إلى أسماءٍ وأفعالٍ وحروفٍ وعَيّن إعرابَها، ثم ضَعْها في الجدول كما في المثال:

صحة الأسنان

تُعَدُّ الأَسْنانُ جُزْءاً مهماً مِن أجْزَاء جِسْمِ الإنسانِ، فَهِي التي تُساعِدُ على مَضْغِ الطَّعامِ؛ لِيَسْهُلَ ابْتِلاعُهُ وَهَضْمُهُ، وَتُعْطِي الوَجْهَ رَونقاً وجمالاً، وما دامتِ الأسنانُ قويَّةً وَسَليمَةً؛ فَإِنَّا تَقومُ بِوَظيفتِها على خَيْرِ وَجْهٍ. ولكن قد يَحدُثُ أن تَخْتَلَّ وظيفةُ الأسنانِ، بِحَيْثُ لا يُمْكِنُها القيامُ بِعَمَلِها. فَعِنْدَمَا يَشْعُرُ الإِنْسانُ بآلامٍ في أسْنانِهِ، يَصْعُبُ عليه تَنَاوُلُ المأكولاتِ.

	الاسم	الإعراب	الفعل	الإعراب	الحرف	الإعراب
1	الأَسْنانُ	مرفوع				
2						
3						
4						
5						

Pedagogical Exemplars

The teacher will provide the mixed ability groups with a short text missing some of the grammatical functions for nouns and verbs. Learners will work in pairs to place (fatha, damma or kasrah) on the underline words within the text. Advanced level learners will be asked to write down the reason for their answers. All learners will self- evaluate their outcomes by checking the answers with the displayed modeled copy,

Key Assessment

Assessment Level 1: Place the Harakat at the ends of underlined words in a given sentence.

Assessment Level 2: Identify the three parts of speech and explain their grammatical functions in a given passage.

Assessment Level 3: Fill in the blanks by using appropriate word class to complete a given passage.

SECTION 5: INTRODUCTION TO ARABIC ESSAY WRITING

Strand: **Writing**

Sub-strands

1. Arabic Orthography
2. Composition

Learning Outcomes

1. *Apply the spelling rules in writing words whose letters appear in Arabic text but lose their audio manifestation (i.e., they are not sounded.*

2. *Develop a writing style in a simple composition of formal/informal essays.*

Content Standards

1. Demonstrate understanding and knowledge of the orthography of Arabic and the exceptions to the conventional spelling system.

2. Demonstrate knowledge and application of writing methods using special styles and appropriate registers in compositions.

INTRODUCTION AND SECTION SUMMARY

Essay writing is an essential skill that creates opportunities for the learners to engage in extended communication that would help them become good writers. It begins with constant practice and drills in word spelling and simple sentence formation. Once the learners have a broad overview of how to structure the various types of Arabic sentence, they are ready to fine-tune their essay and spice it up with intensifiers, enhancers and some figures of speech which are used to present thoughts and ideas. As an inflected language, Arabic spelling rules comprising *I'jam* and *Tashkīl* that denote grammatical, syntactic and semantic features, becomes crucial for any early Arabic writer. Deficiency in these writing rules renders any Arabic essay incoherent. In this section, learners will be assisted with some aspects of essential steps in writing a good essay, starting with letter writing. Other language components; grammar, spelling, style and other activities can be integrated into the broader lesson plan based on the types of letters and their components. The structure of the essay comprises the introduction, the body and conclusion are essential building blocks in the planning process for a good essay.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Whether composing a simple everyday personal information of self or writing a complex novel, the learner must first and foremost be introduced to the basic structure of an essay, consisting of an introduction, a body, and a conclusion. It is either written to convince someone of something or to simply inform them about someone or a particular topic that must be within the experience of the learner e.g. incidents in school, at home, in the market, local history and aspects of culture. Gradually learners are then introduced to the important elements of storytelling, regardless of whether that story is fiction or nonfiction. Teachers need to spend some time focusing on theme, setting, plot, characterisation, conflict and dramatic action.

ASSESSMENT SUMMARY

To ensure learners grasp the key features of each type of a letter effectively and have acquired the skills in planning and writing processes, the teachers employ formative assessment strategies to monitor progress in real-time while addressing individual needs. This includes testing various rules of Arabic orthography and spelling conventions when writing certain words, integrating these words into simple compositions, and ensuring that key components of composition are applied in essay writing to assess learning outcomes. Classroom discussions, and self- and peer-assessment, form integral parts of students' overall learning achievements by the end of the term or year. The teacher's observations provide valuable insights into students' writing skill development. Summative assessments, administered at the end of the term or semester, evaluate students' depth of knowledge in Arabic orthography, their ability to craft simple compositions, and their proficiency in both formal and informal essay writing. These assessments, encompassing reading, writing, and creative writing skills, demonstrate students' understanding of various intricacies of the language and composition, reflecting their performance level and position within the class.

1. *Write a simple composition by planning, drafting, editing and revising your draft, using formal and informal expressions.*

2. *Differentiate between formal and informal texts by identifying vocabularies and expressions peculiar to each.*

Theme or Focal Area(s): Written Communication & Letter Writing I

Written communication is any written message that two or more people exchange. Written communication must be comprehensive, accurate, appropriate, precise, and clear. Letter writing is the foundational stage in acquiring writing skills for any learner. The five steps of writing a letter are – writing the name, contact information, and date, writing the receiver's name and information, writing the greeting and main body of the letter, writing complimentary closure, your name, and signature, and sending the letter. The following are types of Letters: Formal and Informal.

كتابة الرسائل الشخصية

عناصر االرسالة:

- كتابة عنوان المرسل في القسم العلوي الأيسر من الصفحة.

- كتابة عنوان المرسل إليه في الجزء العلوي الأيمن بالصفحة أسفل عنوان المرسل مباشرة.

- كتابة التاريخ أسفل عنوان المرسل مباشرة.

- محتوى الرسالة، ذكر الغرض من الرسالة مع الشّرح والتّفصيل .

- خاتمة الرسالة مع الدعوات والأمنيات الطيبة للمرسَل إليه

- اسم المرسِل في أسفل اليسار مع توقيعه.

تدريبات على كتابة الرسالة

الرسالة: هي الإنشاء المكتوب يبعثه شخص إلى شخص آخر بواسطة البريد العادي أو الإليكتروني.

خطوات المهارة: لاحظ الرسالة التالية واكتشف عناصرها:

بسم الله الرحمن الرحيم

سيدي الوالد أدام الله بقاءك: 20 فبراير 2024م

السلام عليكم ورحمة الله وبركاته،

تحية عطرة ومحبة خالصة، وبعد:

فقد غادرت القرية، وقلبي يحيط بها وبأهلها، إنك تعمل في الحقل وتؤدي واجب الفلاح النشيط نحو أمته ووطنه. وأرى أنك أحرص الناس على حياة أبنائك، ترسلهم إلى المدارس، فيصبحوا رجالا يقدرون على مَسْؤُوليَّات الحياة. هذا الشعور كان يخفف ألم فراقي للقرية .

سيدي، أبعث إليك بهذه الرسالة لأطمئنك عن صحتي، وأبلغك خبر وصولي المدينة، والتحاقي بالمدرسة التي لولاك لما قدر لي أن ألتحق بها.

وفي الختام أرجو أن يطيل الله بقاءك كما أرجو رضاك ودعاءك على الدوام، وبلغ تحياتي واحترامي إلى أمي حفظها الله برعايته.

ولدكم المطيع

إبراهيم

اختر واحد من الموضوعات الآتية:

موضوعات الإنشاء: صديقي/صديقتي، زملائي – هويتي – أنشطتي اليومية – نزهة إلى الشاطئ – زيارة قمت بها إلى القرية – أعياد وتقاليد في غانا – معلمي المفضل/ معلمتي المفضلة

Skills and Competencies to Reinforce are:

Communication: Writing methods, styles and diction are essential ingredients for effective communication. These exercises will allow learners to acquire the skill of effective communication which will make their ideas and perspectives clearer to readers.

Innovation and creativity: Planning and putting together all the necessary ingredients to compose an essay will equip learners with creative prowess and dexterity, besides prolific writing.

Critical thinking and Problem solving: Learners will consider critically the literary end-product they intend to create, by planning, drafting, editing and revising their draft. It will require them to synthesise and justify the data they decide to use for their project.

Pedagogical Exemplars

Think-Pair-Share: Arrange learners to work in groups to perform the task of planning an essay. They dissect the key steps and strategies that are required of a good essay. Put learners into groups to discuss the medium through which they exchange messages, starting with letter-writing. Ask the class to interview each other to find out each individual's experiences of writing and sending letters. Ask each group to list the differences between the handwritten letter and an email. Display different types of letters — both formal and informal. Ask each group to sort them out into two groups, without other groups knowing what others have done. The group(s) that got it right would explain to the class the reason(s) for their choices, especially, which features or characteristics distinguish formal from informal. This allows a discussion to take place about the different types of letters, and the occasions that would demand a letter to be written.

Key Assessment

Assessment Level 1: Name four components and their positions on a friendly letter.

Assessment Level 2: Write a letter to your father sharing your experience after three weeks in school.

Assessment Level 3: Write a reply letter to your sister, in not less than 150 words, stating at least three reasons why she should remain and work for her country.

Learning Indicators

1. *Write a simple composition by planning, drafting, editing and revising your draft, using formal and informal expressions.*

2. *Differentiate between formal and informal texts by identifying vocabularies and expressions peculiar to each.*

Theme or Focal Area: Written Communication & Letter Writing II

الرسالة الرسمية:

يُطلق عليها الرسالة الديوانية، وذلك لأنها تكون بين الدول، أو بين هيئات الدولة نفسها، وقد تحتوي هذه الرسائل على معلوماتٍ

سِرِّيةٍ، وللرسائل الرسمية مجموعةٌ من الخصائص، ومنْ هذه الخصائصِ :

- ذِكرُ صفةِ الْمُرْسَلِ إليه ولَقَبِهِ في بدايةِ الرسالة.

- استخدامُ عبارةِ التحيةِ والسلامِ الْمُناسِبةِ لمقام الْمُرْسَلِ إليه.

- استخدام عباراتٍ صريحة ومختصرة، بعيدًا عن الحشو والتكرار والجملِ الطويلة.

- استخدام الألفاظ والمعاني على قدر المرسل إليه ومكانتِهِ.

- ضبطُ العبارات، مع وضع علامات الوقف والترقيم المناسبة.

- ذكر اسم المرسل إليه وصفته في نهاية الرسالة مع التوقيع.

- عدم الحديث عن الأخبار الشخصية.

نموذج خطاب رسمي

سعادة المدير

إدارة التربية والتعليم بمنطقة......

السلام عليكم ورحمة الله وبركاته، تحية طيبة وبعد....

اليوم بتاريخ.... /.... /...

توجه ابني الطالب/........ بمدرسة /..... للذهاب إلى مدرسته كعادته كل يوم لِتَلقِّي الدروس التعليمية، وأثناء الدرس، ضربَهُ المعلمُ /...... ضربةً شديدةً بعد أن سأله عدة أسئلة تخص المنهج الدراسي، وعلى الرغم من أن إدارة التربية والتعليم منعت الضرب في كافة المدارس وخاصة الضرب الذي يتسبب في آثارٍ في الجسدِ ويؤثر على نفسية الطلاب، إلا أن هذا المعلم لم يلتزم بهذه التعليمات. لذلك أرجو من سعادتكم أن تهتموا بهذا الأمر وتمنحوه الأهمية القصوى حتى لا يؤثر على أطفالنا في المدارس وعلى العملية التعليمية بشكل عام. وفقكم الله، ولكم مني خالص التقدير والاحترام.

المرسل/....

توقيع المرسل/......

اسم المدرسة/.....

رقم الهاتف/......

اختر واحد من الموضوعات الآتية:

موضوعات الإنشاء: رسالة دعوة إلى معلمي /معلمتي ، رسالة إلى مدير /مديرة المدرسة لطلب رحلة مدرسيّة.

Pedagogical Exemplars

Think-pair share activities: Divide your classroom into small groups and ask the groups to write official letters based on a prompt you give them. Putting the learners into groups lets them brainstorm and share ideas, until they finish the assigned tasks with contributions from each learner. The facilitator guides and supervises learners to generate ideas for a planned letter, through the introduction, the main body and the conclusion. The teacher will provide a group of formal vocabularies that can be used by the learners who need support and guided questions for the main body of the letter to expand the ideas for the advanced learner.

Key Assessment

Assessment Level 1: Name five or more components of a formal letter.

Assessment Level 2: Write a letter to the headmaster informing him/her of a recent incident of bullying and suggesting strategies to address and prevent further occurrences.

Assessment Level 3: Write a letter to the police officer overseeing your locality suggesting possible causes of armed clashes of youth clubs and proffering four security measures to forestall any future occurrence.

SECTION 6: COMMUNICATIVE EQUIVALENCE OF ENGLISH AND ARABIC

Strand: Writing
Sub-strand: Composition

Learning Outcomes

1. *Give the denotative meanings of words in a text from Arabic to English or vice versa.*

2. *Give the connotative meanings of words in a text from Arabic to English or vice versa.*

Content Standards: Demonstrate knowledge and application of basic translation/interpretation rules and methods involving simple Arabic and English texts from different fields and varying degrees of difficulty

INTRODUCTION AND SECTION SUMMARY

Using the direct method to directly teach a second language, without relying on the native language has proved to be the most effective method. However, translation activities are now a feature of many communicative classrooms and successful aids to learning a second language. Translation is used as a tool to learn a language, rather than learning translation. With clear communicative aims and real cognitive depth, translation can increase the motivation levels of language learners and can produce impressive communicative results. The section looks at translation as an activity in the language classroom within the framework of various creative pedagogies. Despite its challenges in teaching language, translation in groups can encourage learners to discuss the meaning and use of language at the deepest possible levels as they work through the process of understanding and then looking for equivalents in another language. Translation is a real-life, natural activity and increasingly necessary in a global environment, where learners need to translate language on a daily basis, both informally and formally. This is even more important with the growing importance of bilingualism. Teachers would need to direct translation activities to highly specific learning aims, such as practice of certain vocabulary, grammar points, styles and registers.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Translation activities in the classroom should be aimed at developing the four communicative competences. The activities therefore require accuracy, clarity and flexibility. Learners are taught to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity). It must be noted that translation is a highly communicative activity; the challenge is to make sure that the content being communicated is relevant to the learners' comprehension level and interest, and that teachers exploit all possibilities for communication during the activity. Therefore, to keep up learners' enthusiasm teachers employ games or competitions to motivate participation. Learners engage in translation group contests. They are placed in groups to prepare for a contest against other groups, by selecting a member at a time to read and pick a word from a text, for other members to translate/interpret, as a rehearsal for the contest. Groups then compete against each other and allow for full participation of all members in the translation/interpretation competition. In this exercise the texts are read out in English/Arabic language and their equivalents are provided in Arabic/English language.

ASSESSMENT SUMMARY

Teacher uses formative assessment strategies to monitor progress in real-time everyday translation topics. This includes testing the learner's proficiency in integrating other communicative skills as learning outcomes. classroom discussions, and self- and peer-assessment, form integral parts of students' overall learning achievements by the end of the term or year. These observations provide valuable insights into students' comprehension and skill development. Summative assessments, administered at the end of the term or semester, evaluate students' depth of knowledge in understanding and application of meanings at morphological, lexical and syntactic levels. These cumulative assessments demonstrate students' proficiency level and position among their peers.

Learning Indicators

1. *Write the denotative meanings of Arabic words in an English text.*

2. *Write the denotative meanings of English words in an Arabic text.*

Theme or Focal(s): Translation from Arabic into English.

There are two major types of meaning, the denotative meaning and the connotative meaning. Denotation refers to the literal meaning of a word, the "dictionary definition." It's devoid of emotion or personal interpretation. Connotation, on the other hand, refers to the selection of a word or phrase for its suggested meaning instead of its literal one. The connotative meaning of a word exists along with the denotative meanings. For example, the connotations for the word snake could include evil or dangerous. This theme helps learners to understand denotative meaning, which is crucial to effective communication, as it forms the foundational understanding upon which more nuanced or subjective meanings are built. Translation is employed as a tool to encourage learners to discuss the meaning and use of language at all possible levels as they work through the process of understanding a reading passage and then looking for equivalents of words in Arabic and English languages.

Task

١. ترجمِ الكلماتِ التي تحتها الخط إلى اللغة الإنجليزية.

٢. ترجمِ النصَّ بأكمله إلى اللغة الإنجليزية.

Skills and Competencies to Reinforce are:

Communication: Translation activities are now a feature of many communicative classrooms and successful aids to learning. With clear communicative aims and real cognitive depth, it increases motivation levels and can produce impressive communicative results.

Global Citizenship: Translation is a real-life, natural activity and increasingly necessary in a global environment. Many learners living in either their own countries or a new one need to translate language on a daily basis, both informally and formally. This is even more important with the growing importance of multilingualism.

Pedagogical Exemplars

Question-Answer relationship strategy: Learners engage in interpretation group contest. They are placed in groups to prepare for a contest against other groups, by selecting a member at a time to read and pick a word from a text, for other members to translate/interpret, as a rehearsal for the contest. Groups then compete against each other and allow for full participation of all members in the translation/interpretation competition. In this exercise the words are read out in English/Arabic language and their equivalents are provided in Arabic/English language.

Think-pair share activities: Learner groups work on translating different sections of a text, and then regroup to connect their parts into a full text, with suitable connecting language. Learners may also work in groups on the same short texts then regroup and compare their versions, before producing a final text. This can then be compared with a published version from the textbook.

Key Assessment

Assessment Level 1: Give the literal meanings of the underline Arabic words in English.

Assessment Level 2: Translate a given 10 Arabic sentences from a given text.

Assessment Level 3: Translate an Arabic short text into English, then suggest synonyms for the underlined words.

Theme or Focal Area(s): Translation from English into Arabic.

There are two major types of meaning, the denotative meaning and the connotative meaning. Denotation refers to the literal meaning of a word, the "dictionary definition." It's devoid of emotion or personal interpretation. Connotation, on the other hand, refers to the selection of a word or phrase for its suggested meaning instead of its literal one. The connotative meaning of a word exists along with the denotative meanings. For example, the connotations for the word snake could include evil or dangerous. This theme helps learners to understand denotative meaning, which is crucial to effective communication, as it forms the foundational understanding upon which more nuanced or subjective meanings are built. Translation is employed as a tool to encourage learners to discuss the meaning and use of language at all possible levels as they work through the process of understanding a reading passage and then looking for equivalents of words in Arabic and English languages.

Task

١.	ترجم الكلمات التي تحتها الخط إلى اللغة العربية.
٢.	ترجم النص بأكمله إلى اللغة العربية.

Skills and Competencies to Reinforce are:

Communication: Translation activities are now a feature of many communicative classrooms and successful aids to learning. With clear communicative aims and real cognitive depth, it increases motivation levels and can produce impressive communicative results.

Global Citizenship: Translation is a real-life, natural activity and increasingly necessary in a global environment. Many learners living in either their own countries or a new one need to translate language on a daily basis, both informally and formally. This is even more important with the growing importance of online information.

Pedagogical Exemplars

Question-Answer relationship strategy: Learners engage in interpretation group contest. They are placed in groups to prepare for a contest against other groups, by selecting a member at a time to read and pick a word from a text, for other members to translate/interpret, as a rehearsal for the contest. Groups then compete against each other and allow for full participation of all members in the translation/interpretation competition. In this exercise the words are read out in English/Arabic language and their equivalents are provided in Arabic/English language.

Think-pair share activities: Learner groups work on translating different sections of a text, and then regroup to connect their parts into a full text, with suitable connecting language. Learners may also work in groups on the same short texts then regroup and compare their versions, before producing a final text. This can then be compared with a published version from the textbook.

Key Assessment

Level 1: Give the literal meanings of the underline English words in Arabic.

Level 2: Translate a given 10 English sentences from a given text.

Level 3: Translate an English short text into Arabic, then suggest synonyms for the underlined words.

Learning Indicators

1. *Give the connotative meanings of words in a text from Arabic to English.*

2. *Give the connotative meanings of words in a text from to English to Arabic.*

Theme or Focal Area(s): Translation from Arabic into English.

This focal area is aimed at introducing learners to words or expressions that don't always mean what they say but are a key part of understanding everyday language. Teaching such expressions as idioms increases vocabulary that enhances learners' communicative abilities and enables them to choose the right words to express themselves better. Besides that, idioms are an important cultural element of Arabic language learners strive to speak fluently. It is not just meant to expand learners' vocabulary; but offering them an insight into the cultural component of Arabic that pure grammar and vocabulary lists can't teach. This lesson is built on the strength of the learners' repertoire and proficiency of English language whose idioms they are already familiar with.

Task

للكهرباء في حياتنا العديد من الاستخدامات التي لا يمكن أن نستغني عنها، فهي أصبحت جزء مهم في حياتنا وفي أي مكان نذهب إليه وكما أن لها فوائد لا يمكن حصرها، فلها أيضًا أضرار ومخاطر لابد من الانتباه لها لأنها تؤدى إلى الموت.

«الخطّ الأحمر»
• الحدّ الذي لا يمكن تجاوزه

«ابتسامة صفراء»
• تعبير عن المراوغة وإخفاء المكر

«أعطاه الضّوء الأخضر»
• أذن له بالبدء في عمل ما
• منحه الموافقة والقبول

1. ما مرادفات الكلمات التي تحتها خط باللغة الإنجليزية.

2. ما مرادفات التعبيرات باللغة الإنجليزية.

Skills and Competencies to Reinforce are:

Communication: Translation activities are now a feature of many communicative classrooms and successful aids to learning. With clear communicative aims and real cognitive depth, it increases motivation levels and can produce impressive communicative results.

Global Citizenship: Translation is a real-life, natural activity and increasingly necessary in a global environment. Many learners living in either their own countries or a new one need to translate language on a daily basis, both informally and formally. This is even more important with the growing importance of multilingualism.

Pedagogical Exemplars

Question-Answer relationship strategy: The facilitator gives learners the opportunity to guess the meaning of an idiom based on its use in context. Learners are provided with a dialogue that seamlessly incorporates Arabic idiomatic expressions within the conversation. They are allowed to attempt to infer the meaning of the idioms based on how they were used in the conversation. Learners may also be encouraged to attempt writing their own conversations, so they can apply what they learned to different situations.

Think-pair share activities: Learners work in groups to circulate the room and problem-solve different puzzles, games, and activities related to idioms. Each group is given several cards bearing part of an idiom. They go round to look for the group with the completing part of the idiom. The group that quickly completes all the cards in their custody wins. The same groupings compete in another game in which several mixed cards bearing Arabic and English idioms are allocated to each group. An Arabic idiom is read out by one group, and another produces the card bearing the English equivalent. This is usually a big challenge, but it is a fun way to expose students to the idioms and also tests and practices their understanding of the idioms they learned.

Level 1: Write the literal meanings of the following phrases in English.

يدفن الرؤوس في – رفع الراية البيضاء – السوق السوداء – روح رياضية – البنية التحتية – تدوير القمامة

غسل الأموال – تمزيق الهوية – الرمال

Level 2: Write the English equivalent of the following Arabic idiomatic expressions, and what they mean.

يدفن الرؤوس في – رفع الراية البيضاء – السوق السوداء – روح رياضية – البنية التحتية – تدوير القمامة

نظافة العقل – تمزيق الهوية – الرمال

Level 3: Form four Arabic sentences using the following idiomatic expressions, then translate the sentences into English.

فيروسات الإنترنت – الذراع الطويلة – نظافة العقل – غسل الأموال – الانفجار السكاني

Theme or Focal Area(s): Translation from English into Arabic

It is important to teach learners a list of idioms and their definitions or explanations. However, to ensure that students not only understand them, but also learn to use them, examples of their usage in context must feature in the overall pedagogical strategy. Simple sentences or dialogue where the meaning of the idiom is made clear should engage learners during class activities or tasks. This focal area uses English idioms in translation to strengthen the learners' competency in speaking and writing Arabic language.

Task

A <u>mobile phone</u> is a personal communication <u>device</u> used to make and receive <u>calls</u>, send and receive <u>messages</u>, access the <u>internet</u> and perform other tasks through a wireless connection. Mobile phones have become an integral part of our lives. They have created a world where everything is possible, and also enhanced communication speed drastically. In the future, mobile phones will continue to <u>evolve</u> and <u>change</u> the way people <u>interact</u> in society.

Don't count your chickens before they hatch

١. ما مرادفات الكلمات التي تحتها خط باللغة العربية.

٢. ما مرادف التعبير أعلاه باللغة العربية وما تفسيره وسياقه

Skills and Competencies to Reinforce are:

Communication: As a tool in reinforcing communication in Arabic, translating English texts into Arabic expands the learners' Arabic vocabulary and improves their communicative competence. Teaching translation helps to develop a wide spectrum of skills in reading, writing, listening, speaking, recalling, fluency, grasping intentions and comprehending situations.

Global Citizenship: Though a strategy to strengthen linguistic and communicative competence, translation is used here to add other skills to the students; learning experience. Translation connects people separated by language barriers, as it processes information and mediates between different linguistic, social and cultural contexts.

Pedagogical Exemplars

Question-Answer relationship strategy: The facilitator gives learners the opportunity to guess the meaning of an idiom based on its use in context. Learners are provided with a dialogue that seamlessly incorporates Arabic idiomatic expressions within the conversation. They are allowed to attempt to infer the meaning of the idioms based on how they were used in the conversation. Learners may also be encouraged to attempt writing their own conversations, so they can apply what they learned to different situations.

Think-pair share activities: Learners work in groups to circulate the room and problem-solve different puzzles, games, and activities related to idioms. Each group is given several cards bearing

part of an idiom. They go round to look for the group with the completing part of the idiom. The group that quickly completes all the cards in their custody wins. The same groupings compete in another game in which several mixed cards bearing Arabic and English idioms are allocated to each group. An Arabic idiom is read out by one group, and another produces the card bearing the English equivalent. This is usually a big challenge, but it is a fun way to expose students to the idioms and also tests and practices their understanding of the idioms they learned.

Key Assessment

Level 1: Write the literal meanings of the following phrases in Arabic.

Cry over spilled milk - jumps on the bandwagon - Burn the midnight oil - Actions speak louder than words - Add fuel to the fire - Beating around the bush - Blessing in disguise

Level 2: Write the Arabic equivalent of the following English idiomatic expressions, and what they mean.

Cry over spilled milk - jumps on the bandwagon - Burn the midnight oil - Actions speak louder than words - Add fuel to the fire - Beating around the bush - Blessing in disguise

Level 3: Form four English sentences using the following idiomatic expressions, then translate the sentences into Arabic.

Cry over spilled milk - jumps on the bandwagon - Burn the midnight oil - Actions speak louder than words

SECTION 7: CULTURALLY APPROPRIATE COMMUNICATION

Strand: **Speaking**

Sub-strand: Everyday Oral Communication

Learning Outcomes: *Identify appropriate culturally specific expressions for misfortunes or losses in business or properties.*

Content Standard: Demonstrate knowledge and understanding of culturally specific expressions on sad/happy moments.

INTRODUCTION AND SECTION SUMMARY

Appropriate expression plays a crucial role in cross-cultural communication. It helps in understanding the correlation between language wording and cognitive perceptions in different cultures. Different societies have different norms of human interaction, and these norms are reflected in the wordings of their languages. In this section the learners are introduced to aspects of Arab culture, with all its elements and components, to help the learners improve their language and linguistic skills. Using culturally appropriate language in oral communication enriches learners' language skills and accelerates their progress due to direct dialogue and classroom interactions using Arabic language. This will enable them to interact, using the language they acquire, in complex cultural situations raising their self-confidence and encouraging them to use the language more effectively gaining new ways of thinking and widening their linguistic and cultural competence,

SUMMARY OF PEDAGOGICAL EXEMPLARS

Learners become efficient in using language for a range of purposes, through classroom activities aiming to enhance communicative competence of the students. But creative pedagogy is required to help learners communicate language in cultural context. This creative pedagogy may be introduced to integrate cultural awareness about using language through textbooks employed in a language class. Thus, the use of appropriate communicative teaching strategies not only raises learners' efficiency in using language but also enhances cultural awareness in communicating language in cross-cultural context. Integrating cultural awareness in Arabic learning requires teachers to be efficient communicators of target language. The use of cultural knowledge in communication attaches importance to the ways of negotiating meaning embedded in values, customs, and norms. Development of intercultural competence largely depends upon the effective application of communicative strategies in Arabic learning. The teachers need to be aware of such pedagogical approach aimed at improving communication skills of Arabic learners in non-native cultural settings. So, the use of authentic texts and instructional materials may enhance communication skills through classroom activities which focus on the functions of language in context.

ASSESSMENT SUMMARY

To ensure learners' understanding, and to reinforce concepts used during the teaching, teacher monitors learner's progress as formative assessment strategies, while addressing learners needs in real time. The teacher tests the learners' communicative skills using culturally specific context, to evaluate learners learning outcomes. These daily and weekly observations, through question - answer

sessions, classroom discussions, self- and peer-assessment constitute part of learners' overall learning achievements at the end of the term or year. Evaluations and grading in summative assessment in listening, oral and reading skills at the end-of-term/semester examinations demonstrate the learner's Depth of Knowledge of the various performance level and position in class.

Learning Indicators

1. *Exemplify appropriate words of condolences to a bereaved family.*

2. *Say words of consolation or comfort to a person who loses a property or business.*

Theme or Focal Area(s): Culturally appropriate Speaking

Through classroom activities aimed at helping learners communicate language in cultural context, learners are taught to integrate cultural awareness about using language through textbooks content and drama performance on misfortunes and calamities. The use of cultural knowledge in communication attaches importance to the ways of negotiating meaning embedded in values, customs, and norms.

Task

التعبير الشفوي

أن يعبر الدارس شفويا وبعباراتٍ مفيدة ومناسبة لسياقِه ومحيط حياته اليومية.... مثل المواساة في مناسبات الوفاة والتعازي.........

- أحسن الله عزاءَكم وغفر لِمَيِّتِكُم.

- إنَّ لِله مَا أَخَذَ، وَلَهُ مَا أَعْطَى، وَكُلُّ شيءٍ عِنْدَهُ بِأَجَلٍ مُسَمًّى، فَلْتَصْبِر وَلْتَحْتَسِبْ.

- سبحان الله، حسبي الله، يا خسارة

Skills and Competencies to Reinforce are:

Communication: Successful communication requires appropriate language use. With appropriate scenarios for learners, they easily accommodate to specific norms for pragmatic performance. Learners learn about vital strategies for a variety of scenarios. Learners must be helped to define by themselves the culture (age, position, ethnicity, gender, etc.), location or context in which the language is used.

Pedagogical Exemplars

Think-pair share activities, Role-play

Learners are organised for a simulation of a scene of funeral. The scene shall comprise a bereaved family, mourners, and consoling visitors expressing condolences to the bereaved.

Provide opportunities to your more kinesthetic learners by asking them to get up and move around by role-playing a scenario. To encourage more spontaneous speech, ask them to work without pen and paper. Students could record their participation and performances (acts and utterances) on paper and present it in class. Teachers can provide slower learners with short scripts or an opening statement of condolences.

Key Assessment

Assessment Level 1: Give three appropriate examples of expressions of condolences to a bereaved family/ or appropriate expressions of consolation to someone who loses a business or property.

Assessment Level 2: Analyse three appropriate culturally specific expressions for specific occasion, location and context, and give one reason each for their content.

1. *Use appropriate expressions in happy moments of family and social lives.*

2. *Say words of congratulation, felicitation, welcoming or well-wishing to a person in academic and professional achievements*

Theme or Focal Area(s): Culturally appropriate Speaking in happy moments

Through classroom activities aimed at helping learners communicate language in cultural context, learners are taught to integrate cultural awareness about using language through textbooks content and drama performance on misfortunes and calamities. The use of cultural knowledge in communication attaches importance to the ways of negotiating meaning embedded in values, customs, and norms.

Most linguistic expressions of celebration, felicitation, or well-wishes in Arabic are associated with specific cultural and religious occasions. Learners therefore need to understand and appropriately use language in cultural context. Among the most culturally celebrated, congratulation-invoking, and religiously observed occasions among Arabs are the birth of a first child, and the annual festivals. In these feasts and occasions, people use certain expressions to exchange felicitations and well-wishes. Other successes, be it academic or business, are considered divinely-inspired. So, academic or professional achievements are expressed as blessings from God.

Task

أن يعبر الدارس شفويا بالتعبير المناسب والكلام المفيد وفي سياقه في محيط حياته اليومية... مثل مناسبات

وحفلات ولادة والعقيقة........

عيد مبارك، عيد سعيد ، كل عام وأنتم بخير، ما شاء الله، تبارك الله، الله أكبر

بارك الله في الموهوب....

بارك الله لكما وبارك عليكما وجمع بينكما في خير.

Skills and Competencies to Reinforce are:

Communication: Successful communication requires appropriate language use. With appropriate scenarios for learners, they easily accommodate to specific norms for pragmatic performance. Learners learn about vital strategies for a variety of scenarios. Learners must be helped to define by themselves the culture (age, position, ethnicity, gender, etc.), location or context in which the language is used.

Pedagogical Exemplars

Think-pair share activities, Role-play

Learners are organised for a simulation of a scene of outdooring, wedding, festival or inaugurate a new property. The scene shall comprise the participants of the event exchanging pleasantries, greetings and well-wishes.

Provide opportunities to your more kinesthetic learners by asking them to get up and move around by role-playing a scenario. To encourage more spontaneous speech, ask them to work without pen and paper. Weak learners could be allowed to use prepared texts on paper and present them as a prompter.

Key Assessment

Assessment Level 1: Give three appropriate examples of expressions of well-wishes to a wedding couple on a wedding day, and two messages to a couple blessed with a newborn baby.

Assessment Level 2: Give appropriate expressions for two different occasions with explanations on why they are suitable for the specific occasion.

SECTION 8: INTRODUCTION TO ARABIC LITERATURE

Strand: **Reading**

Sub-strand: Critical Reading

Learning Outcomes:
1. *Explain the artistic and literary devices employed in literary works and their effects* 2. *Explain the general characteristics of Arabic literature and its historical development*

Content Standards: Demonstrate knowledge and understanding of the introduction of Arabic Literature

INTRODUCTION AND SECTION SUMMARY

Arabic literature, both prose and poetry, began with the pre-Islamic literature in the 5th century Arabian Peninsula. Studying Arabic literature gives a fascinating insight into Arab literary culture and its language. Literature in our classrooms enables learners to become more proficient and enthusiastic about their learning. Literature provides useful examples of syntax and language usage in different contexts and adds a level of enjoyment to the learning experience, as it encourages learners to pursue additional readings in Arabic. It can provide valuable outcomes و, including helping learners to understand and appreciate other cultures different from their own. The opportunity for immersion in the Arab writings takes the learners to another level of proficiency and appreciation of the culture and civilization of the Arabs. The emphasis in this section is on the development of students' understanding and appreciation of literature and the literary culture of the Arabs, whiles it exposes them to various styles and usage of the language. When selecting the literary texts to be used, the facilitator should consider the students' needs, motivation, interests, and language level. The selection of material should be distributed to cover literature from the pre-Islamic era through to the Islamic, then Medieval up to the Modern period. In essence literature develops critical thinking skills, offers cultural knowledge, provides vocabulary in context, and enhances writing capabilities.

SUMMARY OF PEDAGOGICAL EXEMPLARS

A variety of methods are needed for the best teaching and learning outcomes. Student-centered learning is a relatively successful method for teaching Arabic literature in a non-Arab environment, as it forces learners to engage directly with the material and express their understanding. This particularly works not only where the focus is on the literature itself, but also where the ultimate goal is to have the students learn the language and its culture. One of the approaches of teaching the content is to have the students read the text and then study the content and vocabulary at home to ensure maximum comprehension. The sequence of the learning takes the traditional approach based on a logical, systematic and chronological manner. For example, the introduction of literature from the pre-Islamic era dealing with the purposes of poetry and prose by introducing the main poets of that period and their sampled literary works.

ASSESSMENT SUMMARY

Beside using quizzes, tests, and essays, the facilitator can use other alternative assessment strategies, such as portfolios, performances, and exhibitions, which allow learners to showcase their talents and what they have learned in a creative manner. This can be conducted side by side with self-evaluation and peer-evaluation, because learners are more focused in their performance when they know that

they (and their peers) are actively involved in the overall assessment. The format of assessment in literature addresses specific language skills. It may be either through oral or written test. Oral tests challenge the speaking and listening skills while the written tests demand skills in reading and writing which ultimately target learners' critical reading. Both tests may use the objective or essay format. Both tests can be used in testing comprehension, but essay tests can evaluate better the other categories of literature testing.

Learning Indicators: *Give the general definition of Arabic literature and the factors that influenced its development.*

Theme or Focal Area(s): The Meaning *Adab* in Arabic

Literature is defined as 'Written works that are produced from the creative imagination and recognised as having important artistic value. Examples of literary works are Novel, Short Story, Drama, and Poetry. The Arabic word for Literature is *adab*. It was used in the past to denote 'an invitation to a feast'. Hence the practice of bringing people together for a meal was seen as a praise-worthy act. Furthermore, the word *adab* also came to mean 'moral uprightness', and later changed to 'moral education'. The word *adab* is now used for the literary arts in all its forms.

Task:

كلمة الأدبُ في العصرِ الجاهليِّ تعني الدَّاعي إلى الطَّعامِ، قالَ طرفةُ بنُ العبدِ.

وفي صدرِ الإسلامِ بمعنى التَّهذيبُ والخُلُقُ.

وفي العصرِ الأمويِّ: بمعنى التَّعليمُ والتَّهذيبُ معاً

وفي العصرِ العبَّاسيِّ أيضاً تعني التَّهذيب والتَّعليم، ثم معرفةِ أشعارِ العربِ وأخبارِهِمْ، وكلِّ المعارفِ غيرَ الدِّينيَّةِ.

وفي العصرِ الحديثِ الأدبُ هوَ كتاباتٌ فنِّيَّةٌ نثريَّةٌ وشعريَّةٌ تَحْكُمُهُ معاييرُ تميِّزُهُ عنِ الكلامِ العاديِّ.

● تعريف الأدب لغة واصطلاحا
● العوامل التي ساعدت على تطور الأدب

Skills and Competencies to Reinforce are:

Critical thinking and Problem solving: Learners will examine critically the content of the passage, interpreting the text at lexical and syntactic levels. They will then be required to evaluate their interpretation, reflect on it, and then reason in order to make informed judgments and decisions.

Communication: Reading literature gives more intimate knowledge of the ways in which language works, and so gives learners an advantage when they communicate in writing. Literature serves as a valuable teacher and an example to students who are first learning to use written language to communicate with the world. Having a large and wide-ranging vocabulary helps with effective communication and also allows for more complex discourse. Reading literature is a great way to build and enhance vocabulary.

Pedagogical Exemplars

Problem-solving Method: Facilitator asks learners what the sources of the information for the pre-Islamic literature are. He challenges them to explore and come up with possible sources. Learners' responses are written on the board. The facilitator presents materials that contain ways of collecting data for history writing. Learners compare the content of the materials and what they have already suggested. In similar fashion, the learners can be tasked to explore how the word *adab* evolved through the history of Arabic literature. By this, learners can take on some of the responsibility for their own learning and can take personal action to solve problems, resolve conflicts, discuss alternatives, and focus on thinking as a vital element of learning. It provides students with opportunities to use their newly acquired knowledge in meaningful, real-life activities and assists them in working at higher levels of thinking.

Individual task: Learners will categorise the information that they discussed in the classroom using either a table or mind map to demonstrate their understanding of the definition of Arabic literature and the factors that influenced its development. This can be built on later when expanding knowledge.

Key Assessment

Level 1: Give the literary and technical definitions of Arabic literature.

Level 2: Give a brief outline the historical development of Arabic literature from pre-Islamic period to the beginning of Modern period.

Level 3: Explain three factors that contributed to the development of classical Arabic literature.
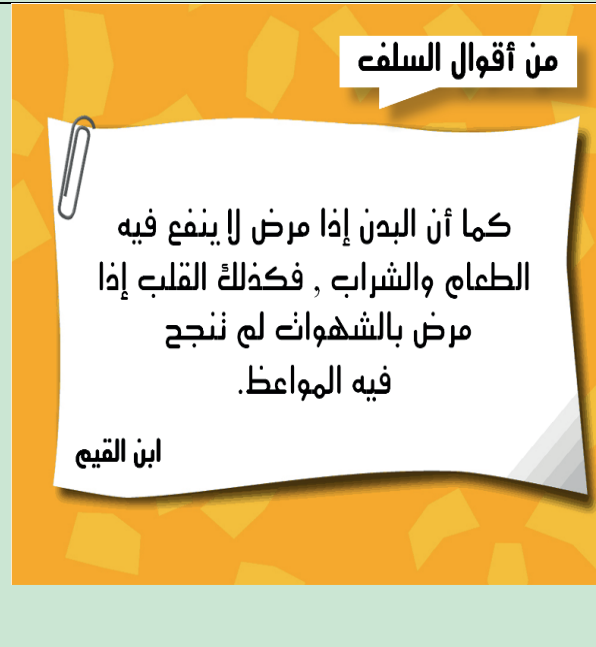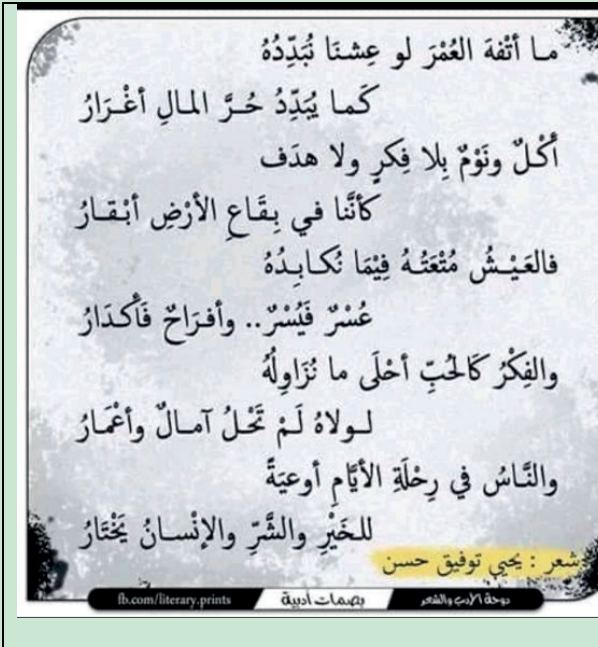
Learning Indicators

1. *Identify the various types of Arabic literature and their literary functions.*

2. *Identify the social and cultural elements in a given text (prose)*

Theme or Focal Area: Types and Functions of Literature & the Epochs.

Literature has two major aspects, one is of simple enjoyment and aesthetic appeal to the senses, and other is of analysis and exact description of the prevailing condition of society in general and man in particular. Literature always reflects human ideas, and beliefs which allow learners to explore significant different perspectives of life. Exposure to such varied experiences helps learners to gain a greater knowledge of the human psyche and how people respond to various life experiences.

Task

من أقوال السلف

كما أن البدن إذا مرض لا ينفع فيه الطعام والشراب , فكذلك القلب إذا مرض بالشهوات لم تنجح فيه المواعظ.

ابن القيم

• أنواع الأدب

• العصور الأدبية

• الغرض من دراسة الأدب.

Skills and Competencies to Reinforce are:

Critical thinking and Problem solving: Learners will examine critically the purpose of studying literature and analyse its relevance today. They will then be required to evaluate their interpretation, reflect on it, and make informed judgments and decisions.

Communication: Learners will be taken through reading processes, models, questions, that will enhance clarity and comprehension. Learners examine the logical consistency, tone, organisation,

and a few other very important literary features of the text. Communication takes place if the message is understood as intended by the writer.

Pedagogical Exemplars

Facilitator gives learners some time to discuss the reasons for reading literature in the first place. Why do they read? Groups brainstorm a list of reasons why someone might read literature and then ask each learner to prioritise those reasons for him/herself. Facilitator pairs learners and have them discuss the order they determined and explain the reasons behind their choices. Students will find that each person's reasons for reading literature will vary. It also helps to have clear expectations before reading a piece of literature so you can be sure to design your class activities to meet the interests of your students and so they will understand the reasons behind the activities you do as a class. Facilitator asks learners to identify the various types of Arabic literature and compare them with what exists today and other forms of art.

Key Assessment

Level 1: List 2 types of Arabic literature and briefly explain the difference between them.

Level 2: Explain the defining features of the Arabic literature, types and purpose.

Level 3: Give 3 reasons for reading Arabic literature, and how that can support your Arabic proficiency.

Theme or Focal Area (s) 2: **Characteristics of Pre-Islamic Prose**

The prose of the pre-Islamic era is divided into seven kinds; namely al-khiṭābah (oration) al-amthāl (proverbs) al-hikam (wise sayings) al-waṣāyā (admonitions) al-munāfarah (call to arm / verbal feuds) al-qiṣaṣ (stories) and saj'u 'l-kuhhān (sorcerer's incantation). Of all these, the most popular are orations and proverbs. Oration, in particular, is of the greatest importance because it is the tool of the man of nobility and the sages. It often contains strains of the other kinds of pre-Islamic prose. A typical oration may include proverbs, wise sayings, admonitions and elements of stories. It is therefore in this light that some historians of literature would prefer to divide the pre-Islamic prose into orations and proverbs alone because the other divisions can be integrated into them.

●أنواع النثر الجاهلي

●خصائص النثر الجاهلي وأمثلة من القصص القصيرة

أَيُّهَا النَّاسُ، اسْمَعُوا وَعُوا، إِنَّهُ مَنْ عَاشَ مَاتَ، وَمَنْ مَاتَ فَاتَ، وَكُلُّ مَا هُوَ آتٍ آتٍ، لَيْلٌ دَاجٌّ، وَهَارٌ سَاجٍّ، وَسَمَاءٌ ذَاتُ أَبْرَاجٍ، وَنُجُومٌ تَزْهَرُ، وَبِحَارٌ تَزْخَرُ، وَجِبَالٌ مِرْسَاةٌ، وَأَرْضٌ مِدْحَاةٌ، وَأَنْهَارٌ مَجْرَاةٌ.

Skills and Competencies to Reinforce are:

Critical thinking and Problem solving: Learners will examine critically the content of the passage, interpret the text at lexical and syntactic levels. They will then be required to evaluate their interpretation, reflect on it, and then reason to make informed judgments and decisions.

Communication: Learners will be taken through reading processes, models, questions, that will enhance clarity and comprehension. Learners examine the logical consistency, tone, organisation, and a few other very important literary features of the text. Communication takes place if the message is understood as intended by the writer.

Pedagogical Exemplars

Think-pair share activities. The facilitator offers a brief introduction to the topic and asks the learners to decide—as they are reading—the focus of the passage. If they are considering a decision, it means they are thinking. When they are done reacting to the passage, the facilitator initiates a class discussion of the essay, by posing the following question to the learners:

What is the writer's purpose for writing? Who is the audience for this writing? What issue is the writer focusing on? What is the writer's tone? Why do you think he/she writes with this tone? Does the writer seem to assume readers will agree with his/her position? Do you understand the vocabulary? If not, look the words up. Do you agree with the points the writer makes? Why/why not?

The facilitator ends the discussion and explains the difficult words and complex expressions that the learners couldn't understand.

Key Assessment

Level 1: Give the general definition of a Prose text and show their types.

Level 2: Explain the defining features of Arabic literary prose, and their purposes.

Level 3: Interpret the ideas of a given text, and then justify your interpretation by giving reasons.

Learning Indicators: *Identify the social and cultural elements in selected lines of poetry*

Theme or Focal Area: **The Position of Poetry among Pre-Islamic Arabs.**

Poetry can be a powerful tool for teaching learners about literacy, as poets use language in ways that are both specific and unusual, allowing students to see how reading can be used in many different contexts. Poetry held an important position in pre-Islamic society with the poet filling the role of historian, soothsayer and propagandist. So, reading about Arab poets open learners' minds and hearts to the world well beyond the classroom. It provides stimulating references to languages and Literature, and many other areas of human endeavor, achievement. They entice learners to keep on learning, exploring, and probing.

●منزلة الشعر في الجاهلية

●شعراء المعلقات العشرة وأمثلة من قصائدهم

Skills and Competencies to Reinforce are:

Critical thinking and Problem solving: Learners will examine critically the content of the passage, interpret the text at lexical and syntactic levels. They will then be required to evaluate their interpretation, reflect on it, and then reason to make informed judgments and decisions.

Communication: Learners will be taken through reading processes, models, questions, that will enhance clarity and comprehension. Learners examine the logical consistency, tone, organisation, and a few other very important literary features of the text. Communication takes place if the message is understood as intended by the writer.

Pedagogical Exemplars

Biographical Method: Teacher outlines the purpose of learning about the accomplishments of Arab famous poets and writers. The facilitator tasks groups in class to list five famous Ghanaian writers and poets. Each member of the groups steps up to tell what he/she knows about any of the personalities listed by the group. The facilitator then introduces learners to reading skills and strategies—including getting main ideas and important supporting details, skimming and scanning for facts, summarising, and researching. Reading short biographies of well-known individuals makes great mentor texts.

Collaborative learning: Facilitator gives opportunity to each member of the group to make an input, and those who cannot present alone can be paired with others. This can help weak learners to operate according to their different skills and capabilities and be mentored. It also adds value and generates more confidence in them. Facilitating group work is excellent for empowering learners who are shy to participate more in class.

Key Assessment

Level 1: What is the importance of Poetry to the Pre-Islamic Arabs?

Level 2: What is the Position of a Poet in the Arab society?

Level 3: List the themes of pre-Islamic poetry, and briefly explain three of them.

Level 4: Analyse the structural arrangement of pre-Islamic poetry.

SECTION 9: CREATIVE EXPRESSIONS

Strand

1. Writing
2. Speaking

Sub-strand

1. Creative Writing
2. Everyday Oral Communication

Learning Outcomes

1. *Orally give a short presentation about Ghanaian independence celebration*
2. *Write a descriptive essay using language in an original and creative way, to convey a memorable image of someone or something.*

Content Standards

1. Demonstrate knowledge and application of strategies of composing straightforward descriptive essay on a range of familiar subjects within your field of interest.

2. Demonstrate knowledge and application of effective communicative strategies

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INTRODUCTION AND SECTION SUMMARY

Creative writing is a continuation of the Composition exercises the learners have been engaged in already. The focus now is a description of experiences, and narrative. Teaching creative writing can help learners to improve their vocabulary, develop their imaginative capacity for creative expression, help give them an insight into the plight of others, and empathy for others' situations. Creative writing can help learners become more attuned to their spelling, grammar, and punctuation, which are skills that are transferable to all of their other subjects too. In addition to these reasons, creative writing provides an outlet for learners' own feelings, which can be hugely beneficial from a mental health and wellbeing standpoint. The strategy here is to begin from a simple everyday personal information of self, close associates, through a variety of subjects related to fields of interest, to engaging stories and descriptions of experience. The learner must have gathered enough vocabulary to form simple sentences to at least compose a three-paragraph passage.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Whether composing simple everyday personal information of self or writing a complex novel, the learner must first and foremost be introduced to the basic structure of an essay, consisting of an introduction, a body, and a conclusion. It is either written to convince someone of something or to simply inform them about someone or a particular topic that must be within the experience of the learner e.g. incidents in school, at home, in the market, local history and aspects of culture. Gradually learners are then introduced to the important elements of storytelling, regardless of whether that story is fiction or nonfiction. Teachers need to spend some time focusing on theme, setting, plot, characterisation, conflict and dramatic action.

ASSESSMENT SUMMARY

All assessment strategies must aim at achieving the learning outcome, which requires the learner to be able to 'write a descriptive essay using language in an original and creative way, to convey a memorable image of someone or something'. Formative assessment will monitor and test understanding of various rules of Arabic orthography and spelling conventions when writing certain words, while integrating these words into simple compositions, and ensuring that key components of composition are applied in essay writing to assess learning outcomes. Classroom discussions, and self- and peer-assessment, form integral parts of students' overall learning achievements by the end of the term or year. The teacher's observations provide valuable insights into students' writing skill development. Summative assessments, administered at the end of the term or semester, evaluate students' depth of knowledge in Arabic orthography, their ability to craft simple compositions, and their proficiency in both formal and informal essay writing. These assessments, encompassing reading, writing, and creative writing skills, demonstrate students' understanding of various intricacies of the language and composition, reflecting their performance level and position within the class.

Learning Indicators

1. *Compose an essay to describe someone close to you with whom you've shared an experience in the past.*

2. *Compose an essay to describe something that has sentimental value for you.*

Tasks

أكتب حوالي 70 كلمة عن واحد من الموضوعات الآتية:

1. أسرتي – مدرستي – بيتي – أبي – أمي
2. صديقي الوفي/صديقتي الوفية – زملائي الأحباء
3. هويتي – أنشطتي المنزليةُ/ اليومية

Theme or Focal Area(s): Description of a personality or an associate

Writing an essay on simple everyday personal information either about someone or a particular topic within the experience of the learner can be an ideal topic for learners to begin their creative writing journey with. Learners' close environment is valuable in their lives, and are linked to it their emotions, dreams, worries. These topics are, therefore, easy for learners since they can easily express things they love or hate about them. In the process, it also helps improve creative writing, vocabulary, spelling, grammar, sentence structure, and paragraph formation. Overall, it has a significant impact on the learners' Arabic language learning.

Skills and Competencies to Reinforce are:

Communication: Written communication is a crucial skill for learners in this modern information age. Creative expression has become an easy method of communicating thoughts and experiences. These exercises will allow learners to acquire creative skills for effective communication which will make their ideas and perspectives clearer to readers.

Innovation and creativity: Creative writing inspires learners to use their imagination to convey their thoughts, emotions, and ideas through writing. It offers learners a platform to express themselves and focus on areas like character development, narrative, and storylines. It encourages them to explore language, structure, and narrative. Creating writing allows learners to communicate their unique perspectives and experiences with the world.

Critical thinking and Problem solving:

Learners will consider critically the literary end-product they intend to create, by planning, drafting, editing and revising their draft. It will require them to synthesise and justify the data they decide to use for their project.

Pedagogical Exemplars

Think-pair share activities: Divide your classroom into small groups and ask the groups to write a short story based on a prompt you give them. Putting the learners into groups lets them brainstorm and share ideas, until they create a story with contributions from each student. The facilitator guides and supervises learners to generate ideas for a planned essay, through the introduction, the main body and the conclusion. Then learners will be asked individually to plan for their own essay starting from choosing the topic then going through the steps as they practiced within the group work. Teachers need to provide learners with guided questions depending on their levels the answers of which can lead to write the information that needs to be in each section of the essay, as follows:

Introduction: Who is the person that you shared an experience with? Why have you chosen him/her to talk about?

Main body: When did the experience happen and where?

What was the event?

How did that impact you?

Conclusion: What did you learn from the event?

What is your advice for the readers?

Key Assessment

Level 1: Give the basic structure of an essay about a friend, outlining the key components with an opening sentence and one supportive sentence for each component.

Level 2: Write a simple composition by showing what goes in a planning process, and drafting to describe someone you know at home, school, or something you like, your house, an event you witnessed in the community.

Level 3: Create and develop an essay on one of the topics given above by writing: two sentences introducing a topic, five sentences to develop the central idea of your topic, two concluding sentences to restate the idea.

Learning Indicators

1. *Write a two-sentence introduction of the topic, six-sentence main body, and two-sentence conclusion.*

2. *Employ rhetorical question to show surprise or wonder about an opposing statement or view.*

Tasks

أكتب حوالي 70 كلمة عن واحد من الموضوعات الآتية:

1. أعياد وتقاليد في غانا
2. – أهمية العلم
3. نزهة إلى الشاطئ
4. زيارة قمت بها إلى القرية

Theme or Focal Area(s): Speech Delivery

Speech delivery, which is a component of 'Everyday Oral Communication' has been integrated into 'Creative writing' at this level, as both involve creativity. It engages learners to structure their essay in the most effective way to communicate their thoughts, emotions, and ideas through oral delivery. Learners are guided to present reasonably fluent sustained straightforward description of one of a variety of local subjects within their field of interest, presenting it as a linear sequence of points.

Skills and Competencies to Reinforce are:
Communication: Vocabulary and diction are essential ingredients for effective oral communication. These exercises will allow learners to acquire the skill of effective communication which will make their ideas and perspectives clearer to readers.
Innovation and creativity: Planning and putting together all the necessary ingredients to compose an oral presentation will definitely equip learners with creative prowess and eloquence.
Critical thinking and Problem solving: Learners will consider critically the literary end-product they intend to create, by planning, drafting, editing and revising their draft. It will require them to synthesise and justify the data they decide to use for their project.

Pedagogical Exemplars

Think-pair share activities: Learners are put in groups to prepare and make presentations on social or national issue like Ghana's Independence Day. The facilitator takes learners through the process of writing an essay: wording, phrasing, organisation, and level of comprehensibility. The weak learners are provided with guided questions to support their writing, as follows:

What is the purpose of my essay?

What is the argument of the essay?

What is my point of view and ideas?

Why is the issue important?

How is the examples significant to my paper?

Have I researched and considered other points of view and identified their strengths and weaknesses?

Key Assessment

Level 1: Write a structural plan of an essay you read, outlining the key components with an opening sentence for each component.

Level 2: Write a summary of a speech you will read in Ghanaian's Independence Day, stating the key points of the speech.

Level 3 : Draft an acceptance speech you plan to deliver on an awards evening in which you are one of the recipients of an award.

SECTION 10: CREATIVE AND ARTISTIC EXPRESSIONS

Strand
1. Speaking
2. Writing

Sub-strand
1. Oracy and Aesthetics
2. Creative Writing

Learning Outcomes

1. *Recount a simplified version of a Ghanaian story from a literature book.*

2. *Give account of a simple real story, adopting famous quotations as a specific theme and using simple literary devices of your choice.*

Content Standards

1. Demonstrate knowledge and literary creativity in narrating a known local story, using simple literary devices.

2. Demonstrate knowledge and creativity in adopting famous quotations as a specific theme to recount real stories using simple narrative style.

INTRODUCTION AND SECTION SUMMARY

Creative writing or Oral Creativity at this section focuses on developing the learners' creative skills at developing their own original and imaginative works of oral and written poetry or prose. The key outcome is not so much acquiring language competence for normal everyday communication, but mastering artistic use of language to tell an interesting or enjoyable story that will engage, inspire, excite, or evoke emotions and provoke thought. Its purpose is to artfully educate, entertain, or inform in a meaningful way that the reader will find enjoyable. It also transcends teaching normal writing of Biographies, Speeches, and Personal essays to prepare them to explore the aesthetic use of language, structure, and narrative. It allows them to unearth their creative and artistic talents in communicating their unique perspectives and experiences through work of fiction. The learners would need to write regularly and read widely, in order to unleash their full creative potential under the partnership with their peers and guidance from their teachers.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Learners can gain a greater sense of community and creativity when they write with their peers, while the teacher works gradually to develop their independence so as enhance their introspective skills. The teacher starts the creative writing lesson by reading to the learners from a familiar published story or a poem, so that they know and learn from a standard model. Before reading the book, the teacher introduces some expressions, such as unique word choice, and then asks students to listen for samples from the book. Later, learners mimic those expressions in a creative writing piece of their own, focusing on improving it in their writing. For poems, teachers can start with simple pattern rhymes where every line ends with a rhyming word. Write an example of rhyming words on the board, so they have a model or frame of reference for their own composition. Borrowing language pushes writers

outside of their own self-imposed limitations. Divide your classroom into small groups and ask the groups to write a short story based on a prompt you give them. Putting the learners into groups lets them brainstorm and share ideas, until they create a story that shares elements from each student.

ASSESSMENT SUMMARY

Whether in poetry or prose, assessment learners' creative works considers language, subject matter, structure, voice. Language would include word choice and imagery that is precise, clear and inventive. Subject Matter would deal with original content with insight and inventive engagement with familiar themes and genres. It presents a clear setting or a new angle on a familiar theme. Good structure may include clear plotting, and skillful versification. The teacher should be looking out for a voice that is involving, nuanced characters, authentic dialogue that is revealing of character, or a compelling poetic persona. Finally, learners should be assessed on their understanding of the literary context of their work; their ability to analyse their own writing; ability to reflect on their creative processes and techniques.

Learning Indicators

1. *Give a summary of a famous Ghanaian story using words from a literature book.*

2. *Narrate a summarised story from a prescribed literature textbook adopting familiar names within your locality.*

Theme or Focal Area(s): Oral Composition and Creativity

Oral composition broadly refers to the creation of organised verbal/oral narratives without reliance on writing. The practice allows learners to check for fluency and ensure that the sentence sounds correct. Oral composition helps learners to develop confidence in their own speaking skills and get plenty of feedback and positive reinforcement along the way.

Skills and Competencies to Reinforce are:

Communication: The exercise improves the learner's communication skills, enhances their ability to express themselves effectively and engages readers through refined language and storytelling abilities.

Innovation and creativity: It will nurture the learners' creativity, encourage them to think outside the box, embrace unconventional ideas, and challenge the status quo, fostering a life-long mindset of innovation and originality.

Collaboration: Putting the learners into groups lets them brainstorm and exchange ideas, until they create a story that shares elements from each student. Contribution from each learner to put together a literary piece recognises individual's skill and talent. This recognition encourages teamwork and cross-fertilisation.

Pedagogical Exemplars

Think-pair share activities, Collaborative learning: Place students in groups of four to six people. Each group picks a simple local story in English. Each group chooses one person to read the story in English while other members translate any portion they can. The learners begin to write the story by putting the translated portions together. The activity continues for a given time, so they begin to end their stories, and a member is chosen to read aloud the story so far to his group. Writing a story together with their group gives weak writers some peer assistance and a less threatening environment for creating a story. Learners will be asked individually to summaries the translated version of the story by gathering the main events and the plot and write it in a short version, then they can practice reading it to their partners in class.

Key Assessment

Level 1: State the key elements of a creative narrative, and briefly say what each is.

Level 2: Narrate to the class your Arabic rendition of a short popular local story.

Level 3: Create a hero character of a story, with two of the following attributes: charismatic and charming; compassionate and empathetic; relationships with people; principles and values; quick to anger or easily provoked; and achievement or successes.

Learning Indicators

1. *Write an imaginative story of about 100 words, from a real incident you have witnessed using one of the famous quotes as the theme, employing simple literary devices like Simile.*

2. *Write a five-line poem about an account of a real event, using rhyming words.*

Theme or Focal Area(s): Creative and Story Writing

Learners at this level can now focus on the building blocks of a story. The Plot addresses what happens in the story. What events transpire, and why they happen, Characters drive the happenings, around whom the story is told. Setting tells where the story takes place. Why does the story take place here specifically? The knowledge about these blocks enhances learners' imagination, creativity, and innovation to tell a story through strong written visuals with an emotional impact. Learners are then asked to write their own story, with checks on good vocabulary, good presentation and correct grammatical expression, using one the following quotations as the theme of their story: -

- عصفور باليد خير من عشرة على الشجرة
- اتق شر من أحسنت إليه
- لا تؤجل عمل اليوم إلى غد
- خير الكلام ما قل ودل
- ما خاب من استشار.

Skills and Competencies to Reinforce are:

Communication: Written communication is a crucial skill for learners in this modern information age. Creative expression has become an easy method of communicating thoughts and experiences. These exercises will allow learners to acquire creative skills for effective communication which will make their ideas and perspectives clearer to readers.

Innovation and creativity: Careful selection of necessary ingredients for creating a literary work from imagination will equip learners with creative prowess, dexterity, and prolific writing.

Critical thinking and Problem solving: Learners will consider critically the literary end-product they intend to create, by planning, drafting, editing and revising their draft. It will require them to synthesise and justify the data they decide to use for their project.

Pedagogical Exemplars

Think-pair share activities, Collaborative Learning: Place students in groups to work on a story using one of the Arabic quotes as the theme. Each group works on explaining the meaning of the quotations, the occasions that they can be used in and the benefits of following these quotations. This information becomes the material and storyline of their project. Writing a story together with their group gives weak writers some peer assistance and a less threatening environment for creating a story.

Reminding the learners of the story elements and providing them with guided questions will improve the quality of their writing.

Key Assessment

Level 1: Explain the following quotation and briefly give the context in which they could be appropriately used.

2. ما خاب من استشار.   1. لا تؤجل عمل اليوم إلى غد

Level 2: Write a story of about 100 words, from a real incident you have witnessed using one of the famous quotes as the theme, employing simple literary devices like Simile.

Level 3: Write a simple composition by planning, drafting, editing and revising your draft to create a fictional story from your own idea.

Theme or Focal Area(s): Creative and Poetry Writing

Learners can continue to develop their creative writing skills with practice in all the art forms, starting with letter writing, easy essays, stories and then poetry. Writing poetry requires extensive reading in the works of famous Arabic poets as a motivating and engaging vehicle for practice in getting ideas and writing styles. When learners see the great things that people have accomplished, they begin to open their mind to possibilities that might feel new to them. Critical reading of their outstanding works makes great mentor texts. They serve as models for learners who will start to write their own poems about their own life stories and significant moments they want to share with their readers. This focal area continues to develop learners' understanding and analytical skills and criticism, while it exposes them to various literary styles as a model for adaptation.

Tasks

	اشرح المفردات الآتية:
رَجَعْتُ لِنَفْسِي فاتَّهمت حَصَانِي	حصاني:
وَنَادَيْتُ قَوْمِي فَاحْتَسَبْتُ حَيَاتِي	احتسبت حياتي:
رَمُونِي بِعُقْمٍ فِي الشَّبَابِ وَلَيْتَنِي	رمى:
عَقِمْتُ فَلَمْ أَجْزَعْ لِقَوْلِ عِدَاتِي	عقم:
وَلَدْتُ وَلَمَّا لَمْ أَجِدْ لِعَرَائِسِي	أجزع:
رِجَالاً وَأَكْفَاءَ وَأَدْتُ بَنَاتِي	

Skills and Competencies to Reinforce are:

Critical Thinking and problem solving: Analysis of Arabic poetry requires critical examination of the meanings of the special usage of some of words. It involves analysis, evaluation and judgment. Learners will need to decipher the literal and figurative meanings which involve brain work and deep thought.

Communication: Poets use poetry to artistically communicate a message. They can use simple, straightforward language to convey clear ideas, or can use complex, opaque language to communicate vague, even uncertain, concepts. Poetry has a unique ability to fill a reader's mind with images and fill the heart with feeling.

Pedagogical Exemplars

The facilitator offers a brief introduction to the topic and asks the learners to decide—as they are reading—the focus of the passage. If they are considering a decision, it means they are thinking.

Problem solving method: When they are done reacting to the passage, the facilitator initiates a class discussion of the essay, by posing the following question to the learners:

What is the writer's purpose for writing? Who is the audience for this writing? What issue is the writer focusing on? What is the writer's tone? Why do you think he/she writes with this tone? Does the writer seem to assume readers will agree with his/her position? Do you understand the vocabulary? If not, look the words up. Do you agree with the points the writer makes? Why/why not?

The facilitator ends the discussion and explains the difficult words and complex expressions that the learners couldn't understand.

The teacher will ask learners in pairs to create a two lines poem using the opening words of the poem that they analyse within the previous task.

Key Assessment

Assessment Level 1: Briefly write the biography of the poet and quote four lines of any of his poem.

Assessment Level 2: Critically analyse the four lines of the poem by explaining the meanings and identifying the literary devices used.

Assessment Level 3: Create a four-line poem about any topic of your choice.