

# ARABIC

CURRICULUM FOR SECONDARY  
EDUCATION (SHS 1 – 3)



**NaCCA**  
NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION



MINISTRY OF EDUCATION  
REPUBLIC OF GHANA

SEPTEMBER 2023



# MINISTRY OF EDUCATION



REPUBLIC OF GHANA

# ARABIC

## CURRICULUM FOR SECONDARY EDUCATION

(SHS 1-3)

September, 2023



NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION

## ARABIC

Enquiries and comments on this Curriculum should be addressed to:

The Director-General  
National Council for Curriculum and Assessment (NaCCA)  
Ministry of Education

P.O. Box CT PMB 77  
Cantonments Accra

Telephone: 0302909071, 0302909862

Email: [info@nacca.gov.gh](mailto:info@nacca.gov.gh)

Website: [www.nacca.gov.gh](http://www.nacca.gov.gh)



©2023 National Council for Curriculum and Assessment (NaCCA)

This publication is not for sale. All rights reserved. No part of this publication may be reproduced without prior written permission from the Ministry of Education, Ghana.



## FOREWORD

Through the National Council for Curriculum and Assessment (NaCCA), Ghana's Ministry of Education has introduced a series of curriculum reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in the country. These reforms will improve learning through the introduction of innovative pedagogies that encourage critical thinking and problem-solving. For a long time, our learners memorise facts and figures, which does not develop their analytical and practical skills. The Ministry recognises that learners need to be equipped with the right tools, knowledge, skills and competencies to deal with the fast-changing environment and the challenges facing their communities, the nation and the world.

These curriculum reforms were derived from the Education Strategic Plan (ESP 2018-2030), the National Pre-tertiary Education Curriculum Framework (NPTECF) and the National Pre-Tertiary Learning Assessment Framework (NPLAF), which were all approved by Cabinet in 2018. The new standards-based curriculum implemented in 2019 in basic schools, aims to equip learners to apply their knowledge innovatively to solve everyday problems. It also prioritises assessing learners' knowledge, skills, attitudes, and values, emphasising their achievements. The content of the basic school standards-based curriculum was therefore designed to promote a curriculum tailored to the diverse educational needs of the country's youth. It addresses the current curriculum's deficiencies in learning and assessment, especially in literacy and numeracy. These reforms have been carried out in phases. The curriculum for the basic school level – KG, Primary and Junior High School (JHS) – was developed and implemented from 2019 to 2021.

The curriculum for Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technical, Engineering and Mathematics (STEM), which constitutes the next phase, is designed to ensure the continuation of learning experiences from JHS. It introduces flexible pathways for progression to facilitate the choice of subjects necessary for further study, the world of work and adult life. The new SHS, SHTS and STEM curriculum emphasises the acquisition of 21<sup>st</sup> Century skills and competencies, character development and instilling of national values. Social and Emotional Learning (SEL), Information Communications Technology, Gender Equality and Social Inclusion, have all been integrated into the curriculum. Assessment – formative and summative has been incorporated into the curriculum and aligned with the learning outcomes throughout the three-year programme.

The Ministry of Education's reform aims to ensure that graduates of our secondary schools can successfully compete in international high school competitions and, at the same time, be equipped with the necessary employable skills and work ethos to succeed in life. The Ministry of Education, therefore, sees the Senior High School (SHS) curriculum as occupying a critical place in the education system – providing improved educational opportunities and outcomes for further studies, the world of work and adult life – and is consequently prioritising its implementation.

## ACKNOWLEDGEMENTS

This standards-based SHS curriculum was created using the National Pre-Tertiary Learning Assessment Framework (NPLAF), the Secondary Education Assessment Guide (SEAG), and the Teacher and Learner Resource Packs which include Professional Learning Community (PLC) Materials and Subject Manuals for teachers and learners. All the above-mentioned documents were developed by the National Council for Curriculum and Assessment (NaCCA). The Ministry of Education (MoE) provided oversight and strategic direction for the development of the curriculum with NaCCA receiving support from multiple agencies of the MoE and other relevant stakeholders. NaCCA would like to extend its sincere gratitude, on behalf of the MoE, to all its partners who participated in the professional conversations and discussions during the development of this SHS curriculum.

In particular, NaCCA would also like to extend its appreciation to the leadership of the Ghana Education Service (GES), the National School Inspectorate Authority (NaSIA), the National Teaching Council (NTC), the Commission for Technical and Vocational Education and Training (Commission for TVET), West African Examinations Council (WAEC) and other agencies of the MoE that supported the entire process. In addition, NaCCA acknowledges and values the contributions

made by personnel from various universities, colleges of education, industry players, Vice Chancellors Ghana, Vice Chancellors Technical Universities as well as educators and learners working within the Ghana education landscape.

Special appreciation is extended to consultants who contributed to development of the curriculum. The development process involved multiple engagements between national stakeholders and various groups with interests in the curriculum. These groups include the teacher unions, the Association of Ghana Industries, and heads of secondary schools.

# CONTENTS

<b>FOREWORD</b>	<b>3</b>
<b>ACKNOWLEDGEMENTS</b>	<b>4</b>
<b>THE SHS CURRICULUM OVERVIEW</b>	<b>7</b>
<b>INTRODUCTION</b>	<b>8</b>
<b>PHILOSOPHY,VISION AND GOAL OF ARABIC</b>	<b>19</b>
<b>ARABIC CURRICULUM DEVELOPMENT PANEL</b>	<b>21</b>
<b>SCOPE AND SEQUENCE</b>	<b>22</b>

## YEAR ONE

<b>STRAND 1. LISTENING</b>	<b>23</b>
SUB-STRAND 1. PHONOLOGY OF THE ARABIC LANGUAGE (I)	23
SUB-STRAND 2. PHONOLOGY OF THE ARABIC LANGUAGE (II)	32
SUB-STRAND 3. LISTENING COMPREHENSION AND PARTICIPATION	40
<b>STRAND 2. SPEAKING</b>	<b>44</b>
SUB-STRAND 1. EVERYDAY ORAL COMMUNICATION	44
SUB-STRAND 2. ORACY AND AESTHETICS	70
SUB-STRAND 3. GRAMMAR	84
<b>STRAND 3. READING</b>	<b>91</b>
SUB-STRAND 1. PHONOLOGICAL AWARENESS/ READING FLUENCY	91
SUB-STRAND 2. READING COMPREHENSION	98
SUB-STRAND 3. GRAMMAR	110
SUB-STRAND 4. CRITICAL READING	114
<b>STRAND 4. WRITING</b>	<b>120</b>
SUB-STRAND 1. ARABIC ORTHOGRAPHY	120
SUB-STRAND 2. COMPOSITION	124
SUB-STRAND 3. CREATIVE WRITING	134
SUB-STRAND 4. GRAMMAR	140

## YEAR TWO

<b>STRAND 1. LISTENING</b>	<b>146</b>
SUB-STRAND 1. PHONOLOGY OF THE ARABIC LANGUAGE	146
SUB-STRAND 2. LISTENING COMPREHENSION AND PARTICIPATION	152
<b>STRAND 2. SPEAKING</b>	<b>158</b>
SUB-STRAND 1. EVERYDAY ORAL COMMUNICATION	158
SUB-STRAND 2. ORACY AND AESTHETICS	171
SUB-STRAND 3. GRAMMAR	179
<b>STRAND 3. READING</b>	<b>184</b>
SUB-STRAND 1. PHONOLOGICAL AWARENESS / ORAL READING FLUENCY	184
SUB-STRAND 2. READING COMPREHENSION	192
SUB-STRAND 3. GRAMMAR	204
SUB-STRAND 4. CRITICAL READING	213
<b>STRAND 4. WRITING</b>	<b>225</b>
SUB-STRAND 1. ARABIC ORTHOGRAPHY	225
SUB-STRAND 2. COMPOSITION	229
SUB-STRAND 3. CREATIVE WRITING	239
SUB-STRAND 4. GRAMMAR	245

## YEAR THREE

<b>STRAND 1. LISTENING</b>	<b>252</b>
SUB-STRAND 1. PHONOLOGY OF THE ARABIC LANGUAGE	252
SUB-STRAND 2. LISTENING COMPREHENSION	262
<b>STRAND 2. SPEAKING</b>	<b>270</b>
SUB-STRAND 1. EVERYDAY ORAL COMMUNICATION	270
SUB-STRAND 2. ORACY AND AESTHETICS	286
SUB-STRAND 3. GRAMMAR	297
<b>STRAND 3. READING</b>	<b>301</b>
SUB-STRAND 1. PHONOLOGICAL AWARENESS / ORAL READING FLUENCY	301
SUB-STRAND 2. READING COMPREHENSION	307
SUB-STRAND 3. READING GRAMMAR	316
SUB-STRAND 4. CRITICAL READING	323
<b>STRAND 4. WRITING</b>	<b>328</b>
SUB-STRAND 1. ARABIC ORTHOGRAPHY	328
SUB-STRAND 2. COMPOSITION	332
SUB-STRAND 3. CREATIVE WRITING	342



## THE SHS CURRICULUM OVERVIEW

The vision for this curriculum is to ensure the nation has a secondary education system that enables all Ghanaian children to acquire the 21st Century skills, competencies, knowledge, values and attitudes required to be responsible citizens, ready for the world of work, further studies and adult life. The nation's core values drive the SHS curriculum, and it is intended to achieve Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. Above all, it is a curriculum enabling its graduates to contribute to the ongoing growth and development of the nation's economy and well-being.

The curriculum is inclusive, flexible, and robust. It was written under the auspices of the National Council for Curriculum and Assessment by a team of expert curriculum writers across Ghana. It reflects the needs of critical stakeholders, including industry, tertiary education, the West African Examination Council, SHS learners, teachers, and school leaders. It has been written based on the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Policy.

The key features of the curriculum include:

- flexible learning pathways at all levels, including for gifted and talented learners and those with deficiencies in numeracy and literacy, to ensure it can meet the needs of learners from diverse backgrounds and with different interests and abilities.
- the five core learning areas for secondary education: science and technology, language arts, humanities, technical and vocational and business; with emphasis placed on STEM and agriculture as integral to each subject.
- a structured, standards-based approach that supports the acquisition of knowledge, skills and competencies, and transition and seamless progress throughout secondary education, from JHS to SHS and through the three years of SHS.
- a focus on interactive approaches to teaching and assessment to ensure learning goes beyond recall enabling learners to acquire the ability to understand, apply, analyse and create.
- guidance on pedagogy, coupled with exemplars, demonstrating how to integrate cross-cutting themes such as 21st Century skills, core competencies,

the use of ICT, literacy and mathematics, Social Emotional Learning, Gender Equality and Social Inclusion as tools for learning and skills for life. Shared Ghanaian values are also embedded in the curriculum.

The curriculum writing process was rigorous and involved developing and using a Curriculum Writing Guide which provided systematic instructions for writers. The process was quality assured at three levels: through (a) evaluation by national experts, (b) trialling curriculum materials in schools and (c) through an external evaluation by a team of national and international experts. Evidence and insights from these activities helped hone the draft's final version. The outcome is a curriculum coherently aligned with national priorities, policies and the needs of stakeholders. A curriculum tailored to the Ghanaian context ensures that all learners benefit from their schooling and develop their full potential.

The following section highlights the details of the front matter of the draft curriculum. The vision, philosophy and goal of the curriculum are presented. This is followed by the details of the 21st Century skills and competencies, teaching and learning approaches, instructional design and assessment strategies. The template for the curriculum frame, which outlines the scope and sequence, the design that links the learning outcomes to particular 21st Century skills and competencies, as well as Gender Equality and Social Inclusion, Social and Emotional Learning and Ghanaian values are presented together with the structure of the lesson frame showing the links between the content standards, learning indicators with their corresponding pedagogical exemplars and assessment strategies.

## INTRODUCTION

Effective implementation of this Senior High School (SHS) curriculum is the key to creating a well-educated and well-balanced workforce that is ready to contribute to Ghana's progress by harnessing the potential of the growing youth population, considering the demographic transition the country is currently experiencing (Educational Strategic Plan [ESP] 2018-2030). SHS curriculum aims to expand equitable, inclusive access to relevant education for all young people, including those in disadvantaged and underserved communities, those with special educational needs and those who are gifted and talented. Senior High School allows young people to develop further skills and competencies and progress in learning achievement, building from the foundation laid in Junior High School. This curriculum intends to meet the learning needs of all high school learners by acquiring 21st Century skills and competencies to prepare them for further studies, the world of work and adult life. Changing global economic, social and technological context requires life-long learning, unlearning, and continuous processes of reflection, anticipation and action.

### Philosophy of Senior High School Curriculum

*The philosophy underpinning the SHS curriculum is that every learner can develop their potential to the fullest if the right environment is created and skilled teachers effectively support them to benefit from the subjects offered at SHS. Every learner needs to be equipped with skills and competencies of interest to further their education, live a responsible adult life or proceed to the world of work.*

### Vision of Senior High School Curriculum

*The vision of the curriculum is to prepare SHS graduates equipped with relevant skills and competencies to progress and succeed in further studies, the world of work and adult life. It aims to equip all learners with the 21st Century skills and competencies required to be responsible citizens and lifelong learners. When young people are prepared to become effective, engaging, and responsible citizens, they will contribute to the ongoing growth and development of the nation's economy and well-being.*

### Goal of Senior High School Curriculum

The goal of the curriculum is to achieve relevant and quality SHS through the integration of 21st Century skills and competencies as set out in the Secondary Education Policy. The key features to integrate into the curriculum are:

- Foundational Knowledge: literacy, numeracy, scientific literacy, information, communication and digital literacies, 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, integrity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship.

The JHS curriculum has been designed to ensure that learners are adequately equipped to transition seamlessly into SHS, where they will be equipped with the relevant knowledge, skills and competencies. The SHS curriculum emphasises character building, acquisition of 21st Century skills and competencies and nurturing core values within an environment of quality education to ensure the transition to further study, the world of work and adult life. This requires the delivery of robust secondary education that meets the varied learning needs of the youth in Ghana. The SHS curriculum, therefore, seeks to develop learners to become technology-inclined, scientifically literate, good problem-solvers who can think critically and creatively and are equipped to communicate with fluency, and possess the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens – (referred to as 'Glocal citizens').

The SHS curriculum is driven by the nation's core values of truth, integrity, diversity, equity, discipline, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship, and with the intent of achieving the Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. The following sections elaborate on the critical competencies required of every SHS learner:

## **Gender Equality and Social Inclusion (GESI)**

- Appreciate their uniqueness about others.
- Pay attention to the uniqueness and unique needs of others.
- Value the perspective, experience, and opinion of others.
- Respect individuals of different beliefs, political views/ leanings, cultures, and religions.
- Embrace diversity and practise inclusion.
- Value and work in favour of a democratic and inclusive society.
- Be conscious of the existence of minority and disadvantaged groups in society and work to support them.
- Gain clarity about misconceptions/myths about gender, disability, ethnicity, age, religion, and all other excluded groups in society
- Interrogate and dispel their stereotypes and biases about gender and other disadvantaged and excluded groups in society.
- Appreciate the influence of socialisation in shaping social norms, roles, responsibilities, and mindsets.
- Identify injustice and advocate for change.
- Feel empowered to speak up for themselves and be a voice for other disadvantaged groups.

## **21<sup>st</sup> Century Skills and Competencies**

In today's fast-changing world, high school graduates must be prepared for the 21<sup>st</sup> Century world of work. The study of Mathematics, Science, and Language Arts alone is no longer enough. High school graduates need a variety of skills and competencies to adapt to the global economy. Critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills are needed. These skills help learners to keep up with today's fast-paced job market. Employers want workers with more than academic knowledge. The 21<sup>st</sup> Century skills and competencies help graduates navigate the complex and changing workplace. Also, these help them become active citizens who improve their communities. Acquisition of 21<sup>st</sup> Century skills in high school requires a change in pedagogy from the approach that has been prevalent in Ghana in recent years. Teachers should discourage and abandon rote memorisation and passive learning. Instead, they should encourage active learning, collaboration, and problem-solving, project-

based, inquiry-based, and other learner-centred pedagogy should be used. As well as aligning with global best practices, these approaches also seek to reconnect formal education in Ghana with values-based indigenous education and discovery-based learning which existed in Ghana in pre-colonial times. This is aligned with the 'glocal' nature of this curriculum, connecting with Ghana's past to create confident citizens who can engage effectively in a global world. Digitalisation, automation, technological advances and the changing nature of work globally mean that young people need a new set of skills, knowledge and competencies to succeed in this dynamic and globalised labour market.

## **Critical Thinking and Problem-Solving Competency**

- Ability to question norms, practices, and opinions, to reflect on one's values, perceptions, and actions.
- Ability to use reasoning skills to come to a logical conclusion.
- Being able to consider different perspectives and points of view
- Respecting evidence and reasoning
- Not being stuck in one position
- Ability to take a position in a discourse
- The overarching ability to apply different problem-solving frameworks to complex problems and develop viable, inclusive, and equitable solution options that integrate the above-mentioned competencies, promote sustainable development,

## **Creativity**

- Ability to identify and solve complex problems through creative thinking.
- Ability to generate new ideas and innovative solutions to old problems.
- Ability to demonstrate originality and flexibility in approaching tasks and challenges.
- Collaborating with others to develop and refine creative ideas
- Ability to incorporate feedback and criticism into the creative process
- Utilising technology and other resources to enhance creativity
- Demonstrating a willingness to take risks and experiment with new approaches
- Adapting to changing circumstances and further information to maintain creativity

- Integrating multiple perspectives and disciplines to foster creativity
- Ability to communicate creative ideas effectively to a variety of audiences

### **Collaboration**

- Abilities to learn from others; to understand and respect the needs, perspectives, and actions of others (empathy)
- Ability to understand, relate to and be sensitive to others (empathic leadership)
- Ability to deal with conflicts in a group
- Ability to facilitate collaborative and participatory problem-solving
- Ability to work with others to achieve a common goal.
- Ability to engage in effective communication, active listening, and the ability to compromise.
- Ability to work in groups on projects and assignments.

### **Communication**

- Know the specific literacy and language of the subjects studied
- Use language for academic purposes
- Communicate effectively and meaningfully in a Ghanaian Language and English Language
- Communicate confidently, ethically, and effectively in different social contexts.
- Communicate confidently and effectively to different participants in different contexts
- Ability to communicate effectively verbally, non-verbally and through writing.
- Demonstrate requisite personal and social skills that are consistent with changes in society
- Ability to express ideas clearly and persuasively, listen actively, and respond appropriately
- Ability to develop digital communication skills such as email etiquette and online collaboration.
- Ability to engage in public speaking, debate, and written communication.

### **Learning for Life**

- Understand subject content and apply it in different contexts
- Apply mathematical and scientific concepts in daily life

- Demonstrate mastery of skills in literacy, numeracy, and digital literacy.
- Develop an inquiry-based approach to continual learning.
- Be able to understand higher-order concepts and corresponding underlying principles.
- Participate in the creative use of the expressive arts and engage in aesthetic appreciation.
- Use and apply a variety of digital technologies
- Be digitally literate with a strong understanding of ICT and be confident in its application.
- Be equipped with the necessary qualifications to gain access to further and higher education and the world of work and adult life
- Ability to apply knowledge practically in the workplace so that they are able to utilise theory by translating it into practice.
- Develop their abilities, gifts and talents to be able to play a meaningful role in the development of the country
- Be able to think critically and creatively, anticipate consequences, recognise opportunities and be risk-takers
- Ability to pursue self-directed learning with the desire to chart a path to become effective lifelong learners.
- Independent thinkers and doers who show initiative and take action.
- Ability to innovate and think creatively, building on their knowledge base so that they take risks to achieve new goals
- Ability to think critically and solve problems so that they become positive change agents at work, in further study and in their personal lives.
- Be motivated to adapt to the changing needs of society through self-evaluation and ongoing training
- Be able to establish and maintain innovative enterprises both individually and in collaboration with others.
- Be able to ethically prioritise economic values to ensure stability and autonomy
- Show flexibility and preparedness to deal with job mobility
- Be committed towards the improvement of their quality of life and that of others
- Feel empowered in decision-making processes at various levels e.g., personal, group, class, school, etc.

- Be able to seek and respond to assistance, guidance and/or support when needed.
- Ability to make and adhere to commitments.
- Adopt a healthy and active lifestyle and appreciate how to use leisure time well.
- Be enthusiastic, with the knowledge, understanding and skill that enable them to progress to tertiary level, the world of work and adult life.
- Ability to transition from school to the world of work or further study by applying knowledge, skills and attitudes in new situations.
- Be independent, have academic and communication skills such as clarity of expression (written and spoken), and the ability to support their arguments.
- Be innovative and understand the 21st Century skills and competencies and apply them to everyday life.

### **Global and Local (Glocal) Citizenship**

- Appreciate and respect the Ghanaian identity, culture, and heritage
- Be conscious of current global issues and relate well with people from different cultures
- Act in favour of the common good, social cohesion and social justice
- Have the requisite personal and social skills to handle changes in society
- Appreciate the impact of globalisation on the society.
- Ability to be an honest global citizen displaying leadership skills and moral fortitude with an understanding of the wider world and how to enhance Ghana's standing.

### **Systems Thinking Competency**

- Ability to recognise and understand relationships
- Ability to analyse complex systems
- Ability to think of how systems are embedded within different domains and different scales
- Ability to deal with uncertainty

### **Normative Competency**

- Ability to understand and reflect on the norms and values that underlie one's actions

- Ability to negotiate values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions

### **Anticipatory Competency**

- Ability to understand and evaluate multiple futures – possible, probable, and desirable
- Ability to create one's vision for the future.
- Ability to apply the precautionary principle
- Ability to assess the consequences of actions
- Ability to deal with risks and changes

### **Strategic Competency**

- Ability to collectively develop and implement innovative actions that further a cause at the local level and beyond.
- Ability to understand the bigger picture and the implications of smaller actions on them

### **Self-Awareness Competency**

- The ability to reflect on one's role in the local community and (global) society
- Ability to continually evaluate and further motivate one's actions
- Ability to deal with one's feelings and desires

## **Social Emotional Learning (SEL): Five Core Competencies with Examples**

### **I. Self-Awareness**

**Understanding one's emotions, thoughts, and values and how they influence one's behaviour in various situations.** This includes the ability to recognise one's strengths and weaknesses with a sense of confidence and purpose. For instance:

- *Integrating personal and social identities;*
- *Identifying personal, cultural, and linguistic assets;*
- *Identifying one's emotions;*
- *Demonstrating honesty and integrity;*
- *Connecting feelings, values, and thoughts;*

- *Examining prejudices and biases;*
- *Experiencing self-efficacy;*
- *Having a growth mindset;*
- *Developing interests and a sense of purpose;*

## **2. Self-Management**

**The capacity to control one's emotions, thoughts, and actions in a variety of situations and to realise one's ambitions.** This includes delaying obtaining one's desires, dealing with stress, and feeling motivated and accountable for achieving personal and group goals. For instance:

- *Managing one's emotions;*
- *Identifying and utilising stress-management strategies;*
- *Demonstrating self-discipline and self-motivation;*
- *Setting personal and group goals;*
- *Using planning and organisation skills;*
- *Having the courage to take the initiative;*
- *Demonstrating personal and collective agency;*

## **3. Social Awareness**

The capacity to comprehend and care for others regardless of their backgrounds, cultures, and circumstances. This includes caring for others, understanding larger historical and social norms for behaviour in different contexts, and recognising family, school, and community resources and supports. For instance:

- *Recognising others' strengths*
- *Demonstrating empathy and compassion*
- *Caring about others' feelings*
- *Understanding and expressing gratitude*
- *Recognising situational demands and opportunities*
- *Understanding how organisations and systems influence behaviour*

## **4. Relationship Skills**

The capacity to establish and maintain healthy, beneficial relationships and adapt to various social situations and groups. This includes speaking clearly, listening attentively, collaborating, solving problems and resolving conflicts as a group,

adapting to diverse social and cultural demands and opportunities, taking the initiative, and asking for or offering assistance when necessary. For instance:

- *Communicating effectively;*
- *Building positive relationships;*
- *Demonstrating cultural competence;*
- *Working as a team to solve problems;*
- *Constructively resolving conflicts;*
- *Withstanding negative social pressure;*
- *Taking the initiative in groups;*
- *Seeking or assisting when needed;*
- *Advocating for the rights of others.*

## **5. Responsible Decision-Making**

**The capacity to make thoughtful and constructive decisions regarding acting and interacting with others in various situations.** This includes weighing the pros and cons of various personal, social, and group well-being actions. For example:

- *Demonstrating curiosity and an open mind;*
- *Solving personal and social problems;*
- *Learning to make reasonable decisions after analysing information, data, and facts;*
- *Anticipating and evaluating the effects of one's actions;*
- *Recognising that critical thinking skills are applicable both inside and outside of the classroom;*
- *Reflecting on one's role in promoting personal, family, and community well-being;*
- *Evaluating personal, interpersonal, community, and institutional impacts*

## **Learning and Teaching Approaches**

Learning and teaching should develop learners as self-directed and lifelong learners. Learners must be helped to build up deep learning skills and competencies to develop the ability to acquire, integrate and apply knowledge and skills to solve authentic and real-life problems. Learners need to be exposed to a variety of learning experiences to enable them to collaborate with others, construct meaning, plan, manage, and make choices and decisions about their learning. This will allow them to internalise newly acquired knowledge and skills and help them

to take ownership of their education. The 21st Century skills and competencies describe the relevant global and contextualised skills that the SHS curriculum is designed to help learners acquire in addition to the 4Rs (Reading, wRiting, aRithmetic and cReativity). These skills and competencies, as tools for learning and teaching and skills for life, will allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development and contributing to national development.

Given the diverse needs of learners, teachers need to have a thorough grasp of the different pedagogies as they design and enact meaningful learning experiences to meet the needs of different learners in the classroom. The teaching-learning techniques and strategies should include practical activities, discussion, investigation, role play, problem-based, context-based, and project-based learning. Active learning strategies have become increasingly popular in education as they provide learners with meaningful opportunities to engage with the material. These strategies emphasise the use of creative and inclusive pedagogies and learner-centred approaches anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated teaching and learning, holistic learning, and cross-disciplinary learning. They include experiential learning, problem-based learning, project-based learning, and talk-for-learning approaches. Some of the pedagogical exemplars to guide learning and teaching of the SHS curriculum include:

- **Experiential Learning:** Experiential learning is a hands-on approach to learning that involves learners in real-world experiences. This approach focuses on the process of learning rather than the result. Learners are encouraged to reflect on their experiences and use them to develop new skills and knowledge. Experiential learning can take many forms, including internships, service learning, and field trips. One of the main benefits of experiential learning is that it allows learners to apply what they have learned in the classroom to real-world situations. This can help them develop a deeper understanding of the material and make connections between different concepts. Additionally, experiential learning can help learners develop important skills such as critical thinking, problem-solving and communication.
- **Problem-Based Learning:** Problem-based learning is an approach that involves learners in solving real-world problems. Learners are presented with

a problem or scenario and are asked to work together to find a solution. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and problem-solving. One of the main benefits of problem-based learning is that it encourages learners to take ownership of their learning. By working together to solve problems, learners can develop important skills such as collaboration and communication. Additionally, problem-based learning can help learners develop a deeper understanding of the material as they apply it to real-world situations.

- **Project-Based Learning:** Project-based learning is a hands-on approach to learning that involves learners in creating a project or product. This approach allows learners to take an active role in their learning and encourages them to develop important skills such as critical thinking, problem-solving, collaboration, and communication. One of the main benefits of project-based learning is that it allows learners to apply what they have learned in the classroom to real-world situations. Additionally, project-based learning can help learners develop important skills from each other and develop a deeper understanding of the material.
- **Talk for Learning Approaches:** Talk for learning approaches (TfL) are a range of techniques and strategies that are used to encourage learners to talk by involving them in discussions and debates about the material they are learning. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking, collaboration and communication and also makes them develop confidence. One of the main benefits of TfL is that it encourages learners to think deeply about the material they are learning. By engaging in discussions and debates, learners can develop a deeper understanding of the material and make connections between different concepts.
- **Initiating Talk for Learning:** Initiating talk for learning requires the use of strategies that would encourage learners to talk in class. It helps learners to talk and participate meaningfully and actively in the teaching and learning process. Apart from developing skills such as communication and critical thinking, it also helps learners to develop confidence. Some strategies for initiating talk among learners are Activity Ball; Think-Pair-Share; Always, Sometimes, Never True; Matching and Ordering of Cards.
- **Building on What Others Say:** Building on what others say is an approach that involves learners in listening to and responding to their classmates'

ideas. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and communication. One of the main benefits of building on what others say is that it encourages learners to think deeply about the material they are learning. By listening to their classmates' ideas, learners can develop a deeper understanding of the material and make connections between different concepts. Additionally, building on what others say can help learners develop important skills such as collaboration and reflection. Some of the strategies to encourage learners to build on what others say are brainstorming, concept cartoons, pyramid discussion, and 5 Whys, amongst others.

- **Managing Talk for Learning:** Managing talk for learning requires the use of various strategies to effectively coordinate what learners say in class. Effective communication is a crucial aspect of learning in the classroom. Teachers must manage talk to ensure that learners are engaged, learning, and on-task in meaningful and purposeful ways. Some strategies for managing learners' contributions are debates, think-pair-share, sage in the circle etc.
- **Structuring Talk for Learning:** One effective way to shape learners' contributions is to structure classroom discussions. Structured discussions provide a framework for learners to engage in meaningful dialogue and develop critical thinking skills. Teachers can structure discussions by providing clear guidelines, such as speaking one at a time, listening actively, and building on each other's ideas. One popular structured discussion technique is the "think-pair-share" method. In this method, learners think about a question or prompt individually, and then pair up with a partner to discuss their ideas. Finally, the pairs share their ideas with the whole class. This method encourages all learners to participate and ensures that everyone has a chance to share their thoughts. Another effective way to structure talk for learning is to use open-ended questions. Open-ended questions encourage learners to think deeply and critically about a topic. They also promote discussion and collaboration among learners. Teachers can use open-ended questions to guide classroom discussions and encourage learners to share their ideas and perspectives. Other strategies that can be used are Concept/Mind Mapping, "Know," "Want to Know," "Learned" (KWL); Participatory Feedback; and the 5 Whys.
- **Diamond Nine:** The Diamond Nine activity is a useful tool for managing talk for learning in the classroom. This activity involves ranking items or ideas in order of importance or relevance. Learners work in groups to arrange cards

or sticky notes with different ideas or concepts into a diamond shape, with the most important idea at the top and the least important at the bottom. The Diamond Nine activity encourages learners to think critically about a topic and prioritise their ideas. It also promotes collaboration and discussion among group members. Teachers can use this activity to introduce a new topic, review material, or assess student understanding.

- **Group Work/Collaborative Learning:** Group work or collaborative learning are effective strategies for managing talk for learning in the classroom. These strategies encourage learners to work together to solve problems, share ideas, and learn from each other. Group work and collaborative learning also promote communication and collaborative skills that are essential for success in the workplace and in life. To implement group work effectively, teachers must provide clear guidelines and expectations for group members. They should also monitor group work to ensure that all learners are participating and on-task. Teachers can also use group work as an opportunity to assess individual student understanding and participation.
- **Inquiry-Based Learning:** Learners explore and discover new information by asking questions and investigating.
- **Problem-Based Learning:** Learners are given real-world problems to solve and must use critical thinking and problem-solving skills.
- **Project-Based Learning:** Learners work on long-term projects that relate to real-world scenarios.
- **Flipped Classroom:** Learners watch lectures or instructional videos at home and complete assignments and activities in class.
- **Mastery-Based Learning:** Learners learn at their own pace and only move on to new material once they have mastered the current material.
- **Gamification:** Learning is turned into a game-like experience with points, rewards, and competition.

These strategies provide learners with opportunities to engage with the material in meaningful ways and develop important skills such as critical thinking, problem-solving, collaboration, and communication. By incorporating these strategies into their teaching, teachers can help learners develop a deeper understanding of the material and prepare them for success in the real world. Effective communication is essential for learning in the classroom. Teachers must manage talk to ensure that learners are engaged in learning and on-task. Strategies such as structuring



talk for learning, using Diamond Nine activities, and implementing group work/ collaborative learning can help teachers manage talk effectively and promote student learning and engagement. By implementing these strategies, teachers can create a positive and productive learning environment where all learners can succeed.

### **Universal Design for Learning (UDL) in the SHS Curriculum**

The design of the curriculum uses UDL to ensure the creation of flexible learning environments that can accommodate a wide range of learner abilities, needs, and preferences. The curriculum is designed to provide multiple means of engagement, representation, and action and expression, so teachers can create a more inclusive and effective learning experience for all learners. UDL is beneficial for all learners, but it is particularly beneficial for learners needing special support and learners who may struggle with traditional teaching approaches. The integration of UDL in the pedagogy is aimed at making learning accessible to everyone and helping all learners reach their full potential. For instance, teachers need to:

- incorporate multiple means of representation into their pedagogy, such as using different types of media and materials to present information.
- provide learners with multiple means of action and expression, such as giving them options for how they can demonstrate their learning.
- consider incorporating multiple means of engagement into their choice of pedagogy, such as incorporating games or interactive activities to make learning more fun and engaging.

By doing these, teachers can help ensure that the curriculum is accessible and effective for all learners, regardless of their individual needs and abilities.

### **Curriculum and Assessment Design: Revised Bloom's Taxonomy and Webb's Depth of Knowledge**

The design of this curriculum uses the revised Bloom's Taxonomy and Webb's Depth of Knowledge (DoK) as frameworks to design what to teach and assess.

The Revised Bloom's Taxonomy provides a framework for designing effective learning experiences. Understanding the different levels of learning, informed the creation of activities and assessments that challenge learners at the appropriate level and help them progress to higher levels of thinking. Additionally, the framework emphasises the importance of higher-order thinking skills, such

as analysis, evaluation, and creation, which are essential for success in today's complex and rapidly changing world. This framework is a valuable tool for educators who want to design effective learning experiences that challenge students at the appropriate level and help them develop higher-order thinking skills. By understanding the six levels of learning and incorporating them into their teaching, educators can help prepare students for success in the 21st century. The six hierarchical levels of the revised Bloom's Taxonomy are:

1. **Remember** – At the foundation is learners' ability to remember. That is retrieving knowledge from long-term memory. This level requires learners to recall concepts—identify, recall, and retrieve information. Remembering is comprised of identifying, listing, and describing. Retrieving relevant knowledge from long-term memory includes, recognising, and recalling is critical for this level.
2. **Understand** – At understanding, learners are required to construct meaning that can be shown through clarification, paraphrasing, representing, comparing, contrasting and the ability to predict. This level requires interpretation, demonstration, and classification. Learners explain and interpret concepts at this level.
3. **Apply** – This level requires learners' ability to carry out procedures at the right time in a given situation. This level requires the application of knowledge to novel situations as well as executing, implementing, and solving problems. To apply, learners must solve multi-step problems.
4. **Analyse** – The ability to break things down into their parts and determine relationships between those parts and being able to tell the difference between what is relevant and irrelevant. At this level, information is deconstructed, and its relationships are understood. Comparing and contrasting information and organising it is key. Breaking material into its constituent parts and detecting how the parts relate to one another and an overall structure or purpose is required. The analysis also includes differentiating, organising and attributing.
5. **Evaluate** – The ability to make judgments based on criteria. To check whether there are fallacies and inconsistencies. This level involves information evaluation, critique, examination, and formulation of hypotheses.
6. **Create** – The ability to design a project or an experiment. To create, entails learners bringing something new. This level requires generating information—planning, designing, and constructing.

Webb's Depth of Knowledge (DoK) is a framework that helps educators and learners understand the level of cognitive engagement required for different types of learning tasks. The framework includes four levels. By understanding the four DoK levels, educators can design learning activities that challenge students to engage in deeper thinking and problem-solving. DoK is an essential tool for designing effective instruction and assessments. By understanding the different levels of DoK, teachers can design instruction and assessments that align with what they intend to achieve. DoK is a useful tool for differentiating instruction and providing appropriate challenges for all learners. Teachers can use DOK to identify students who need additional support or those who are ready for more advanced tasks. The four levels of Webb's' DoK assessment framework are:

- **Level 1: Recall and Reproduction** – Assessment at this level is on recall of facts, concepts, information, and procedures—this involves basic knowledge acquisition. Learners are asked specific questions to launch activities, exercises, and assessments. The assessment is focused on recollection and reproduction.
- **Level 2: Skills of Conceptual Understanding** – Assessment at this level goes beyond simple recall to include making connections between pieces of information. The learner's application of skills and concepts is assessed. The assessment task is focused more on the use of information to solve multi-step problems. A learner is required to make decisions about how to apply facts and details provided to them.
- **Level 3: Strategic Reasoning** – At this level, the learner's strategic thinking and reasoning which is abstract and complex is assessed. The assessment task requires learners to analyse and evaluate composite real-world problems with predictable outcomes. A learner must apply logic, employ problem-solving strategies, and use skills from multiple subject areas to generate solutions. Multitasking is expected of learners at this level.
- **Level 4: Extended Critical Thinking and Reasoning** – At this level of assessment, the learner's extended thinking to solve complex and authentic problems with unpredictable outcomes is the goal. The learner must be able to strategically analyse, investigate, and reflect while working to solve a problem, or changing their approach to accommodate new information. The assessment requires sophisticated and creative thinking. As part of this assessment, the learner must know how to evaluate their progress and determine whether they are on track to a feasible solution for themselves.

The main distinction between these two conceptual frameworks is what is measured. The revised Bloom's Taxonomy assesses the cognitive level that learners must demonstrate as evidence that a learning experience occurred. The DoK, on the other hand, is focused on the context—the scenario, setting, or situation—in which learners should express their learning. In this curriculum, the revised Bloom's taxonomy guided the design, and the DoK is used to guide the assessment of learning. The taxonomy provides the instructional framework, and the DoK analyses the assignment specifics. It is important to note that Bloom's Taxonomy requires learners to master the lower levels before progressing to the next. So, suppose the goal is to apply a mathematical formula. In that case, they must first be able to identify that formula and its primary purpose (remember and understand). The cognitive rigour is therefore presented in incremental steps to demonstrate the learning progression. When measuring assessments in DoK, learners move fluidly through all levels. In the same example, while solving a problem with a formula, learners recall the formula (DoK 1) to solve the problem (DoK 2 and DoK 3). Depending on the difficulty of the problem to be solved, the learner may progress to DoK 4.

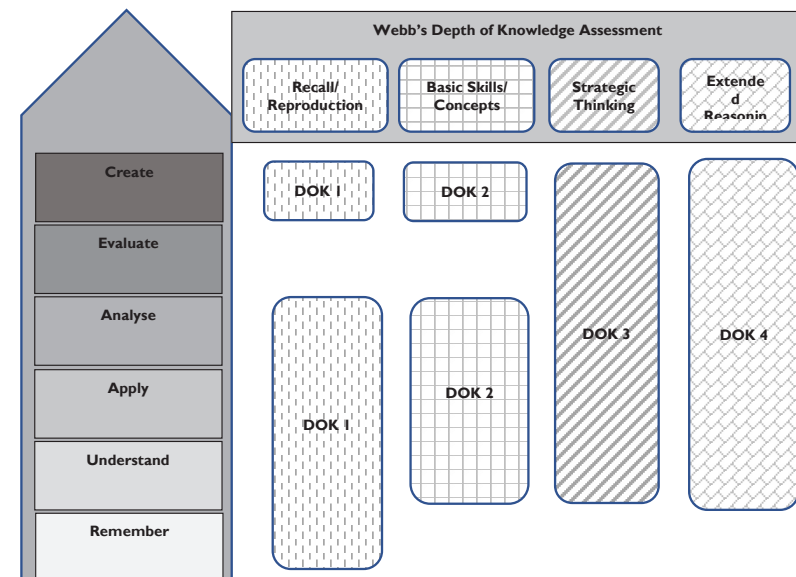


Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

The structure of teaching and the assessment should align with the six levels of Bloom's knowledge hierarchy and DoK shown in Figure 1. Each level of DoK

should be used to assess specific domains of Bloom's Taxonomy as illustrated in the table below:

Depth of Knowledge (DoK) Assessment	Bloom's Taxonomy applied to DoK
• Level 1: Recall and Reproduction	• Remembering, Understanding, Application, Analysis and Creation
• Level 2: Basic Skills and Concepts	• Understanding, Application, Analysis and Creation
• Level 3: Strategic Thinking	• Understanding, Application, Analysis, Evaluation and Creation
• Level 4: Extended Reasoning	• Understanding, Application, Analysis, Evaluation and Creation

In line with the National Pre-Tertiary Learning and Assessment Framework, the Secondary Education Assessment Guide (SEAG) requires that classroom assessments should cover **Assessment as learning (AaL), Assessment of learning (AoL) and Assessment for learning (AfL)**. Therefore, teachers should align the Revised Bloom's Taxonomy with the DoK framework of assessment. Formative assessments should include classroom discussions, project-based assignments, and self-reflection exercises, while summative assessments should include standardised tests and rubric-based evaluations of learners' work. It is important to seek feedback from learners themselves, as they may have unique insights into how well they are developing these skills in the classroom.

To assess 21<sup>st</sup> Century skills and competencies in the classroom, teachers will have to use a combination of both formative and summative assessments to evaluate learners' acquisition of these skills and competencies. For instance:

- Identify the specific 21st Century skills and competencies to be assessed. For instance, you might want to assess *critical thinking, problem-solving, or creativity*.
- Align the skills and competencies with the DoK levels. For example, lower DoK levels might be more appropriate for assessing basic knowledge and

comprehension, whereas higher DoK levels might be more appropriate for assessing more complex skills such as *analysis, synthesis, and evaluation*.

- Develop assessment items that align with the DoK levels and the skills and competencies you want to assess. These items should be designed to elicit evidence of learning across the different levels of the DoK framework.
- Administer the assessment and collect data. Analyse the data to gain insights into student learning and identify areas where learners may need additional support or instruction.

The DoK framework is a powerful tool for assessing the acquisition of 21st Century skills and competencies in the classroom, helping teachers to better understand how learners are learning and identify areas for improvement.

Educational success is no longer about producing content knowledge, but rather about extrapolating from what we know and applying the knowledge creatively in new situations.

The overall assessment of learning at SHS should be aligned with the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Assessment Guide. Formative and summative assessment strategies must be used.

## Definition of Key Terms and Concepts in the Curriculum

- **Learning Outcomes:** It is a statement that defines the knowledge, skills, and abilities that learners should possess and be able to demonstrate after completing a learning experience. They are specific, measurable, attainable, and aligned with the content standards of the curriculum. It helps the teachers to determine what to teach, how to teach, and how to assess learning. Also, it communicates expectations to learners and helps them to better master the subject.
- **Learning Indicators:** They are measures that allow teachers to observe progress in the development of capacities and skills. They provide a simple and reliable means to evaluate the quality and efficacy of teaching practices, content delivery, and attainment of learning outcomes.
- **Content Standards:** It is a statement that defines the knowledge, skills, and understanding that learners are expected to learn in a particular subject area or grade level. They provide a clear target for learners and teachers and help focus resources on learner achievement.
- **Pedagogical Exemplars:** They are teaching examples used to convey values and standards to learners. Pedagogical Exemplars are usually demonstrated through teacher behaviour.
- **Assessment:** It is the systematic collection and analysis of data about learners' learning to improve the learning process or make a judgement on learner achievement levels. Assessment is aimed at developing a deep understanding of what learners know, understand, and can do with their knowledge because of their educational experiences. Assessment involves the use of empirical data on learners' learning to improve learning. Assessment is an essential aspect of the teaching and learning process in education, which enables teachers to assess the effectiveness of their teaching by linking learner performance to specific learning outcomes.
- **Teaching and Learning Resources:** Teaching and learning resources are essential tools for teachers to provide high-quality education to their learners. These resources can take various forms, including textbooks, audiovisual materials, online resources, and educational software. It is also important to avoid stereotypes and use inclusive language in teaching and learning resources. This means avoiding language that reinforces negative stereotypes and using language that is respectful and inclusive of all individuals regardless of their background. Using a consistent tone, style, and design is very important.

## **PHILOSOPHY, VISION AND GOAL OF ARABIC**

### **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.

### **Goal**

Provide Arabic learners with opportunities to acquire necessary knowledge, skills and attitudes with zeal for further studies and future career that may impact on their lives at personal, community, national and global levels.

### **Contextual Issues**

Lack of standardised/unified Arabic curriculum for all schools.

The aim of teaching and learning Arabic are limited to inculcating good morals and ethical conducts.

Misconception of equating Arabic with Islam

There are no standard textbooks for learners and teaching manuals for teachers.

Lack of resources for the consideration of GESI

### **Rationale**

The idea to formally include Arabic Language in the Ghanaian education system lies at the heart of Ghana's efforts to maximise the benefits of globalisation for its socio-economic development, and the Language's role in today's global economy and diplomacy. Ghana, therefore, recognises the importance of operating beyond traditional boundaries and the need to globally-connect with other cultures. The use of Arabic Language in Ghana is no more restricted to a few specific domains but covers a wide spectrum of purposes, which include education, investment, diplomacy, and security.

## ARABIC CURRICULUM DEVELOPMENT PANEL

<b>WRITERS</b>		
	Name	Institution
1.	Dr. Mohammed Mahey Ibrahim	Tyjiamiya Senior High School
2.	Dr. Abas Umar Mohammed	University of Ghana
3.	Murtada Mohammed	University of Ghana
4.	Badar Umar Bamba	Al-Faruq College of Education
<b>REVIEWERS</b>		
	Name	Institution
1.	Dr. Mohammed Hafiz	University of Ghana
2.	Dr. Mohammed Almu Mahaman	University of Development Studies
<b>CURRICULUM WRITING GUIDE TEAM</b>		
	Name	Institution
1.	Prof. Winston Abroampa	Kwame Nkrumah University of Science and Technology
2.	Cosmos Eminah	University of Education, Winneba
3.	Aaron Akwaboah	Ministry of Education
4.	Evans Odei	Achimota School
5.	Paul Michael Cudjoe	Prempeh College
6.	Ahmed Amihere	University of Education, Winneba
<b>TRIALLING TEAM</b>		
	Name	Institution
1.	Abubakar Adam	Utmaniya Senior High School
2.	Musah Alhassan	Utmaniya Senior High School

<b>NaCCA TEAM</b>			
1.	Prof K. O. Kwarteng	12.	Bridget Anku
2.	Prof Edward Appiah	13.	Anthony Sarpong
3.	Mr. Matthew Owusu	14.	Seth Nii Nartey
4.	Reginald Quartey	15.	Kenneth Wontumi
5.	Joana Vanderpuije	16.	Sharon Antwi-Baah
6.	Anita Collison	17.	Dennis Adjasi
7.	Rebecca Abu Gariba	18.	Ogyampo S. Amankwah
8.	Genevieve Mensah	19.	Abigail Owusu Oduro
9.	Veronica Odom	20.	Priscilla B. Plange
10.	Joachim Seyram Honu	21.	Abigail Birago Owusu
11.	Dr. Mercy Nyamekye	22.	Uriah Otoo
<b>EXTERNAL QUALITY ASSURANCE TEAM</b>			
1.	Prof. Kwame Akyeampong	4.	Dr. Esinam Avornyo
2.	Dr. Jane Cullen	5.	Dr. Christopher Yaw Kwaah
3.	Dr. Sean Higgins		

## 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	-	-	-
<b>Total</b>			<b>22</b>	<b>33</b>	<b>65</b>	<b>27</b>	<b>36</b>	<b>67</b>	<b>26</b>	<b>35</b>	<b>61</b>

### Overall Totals (SHS 1 – 3)

Content Standards	75
Learning Outcomes	104
Learning Indicators	193

# YEAR ONE



**Subject**  
**Strand I**  
**Sub-Strand I**

**ARABIC**  
**LISTENING**  
**PHONOLOGY OF THE ARABIC LANGUAGE (I)**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI <sup>1</sup> , SEL <sup>2</sup> and Shared National Values
<p>I.I.I.LO.1</p> <p>Describe the sound pattern of Arabic poetry, highlighting the rhythm, the stressed and unstressed elements</p>	<p><b>Critical Thinking and problem solving:</b> Critical listening to determine sound pattern of Arabic requires critical examination of the underlying phonemic sequence. It involves analysis evaluation and judgement. In addition, learners will decipher differences in sounds and identify sound refrains, which will also involve brainwork and deep thought.</p> <p><b>Communication:</b> 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. This indescribable ability to communicate through these sounds might be thought of as the speech of the heart or an open window to one’s soul.</p> <p><b>Critical Thinking and problem solving:</b></p> <ul style="list-style-type: none"> <li>● Learners would have to determine the meanings of tones that convey paralinguistic information to the listener.</li> <li>● Reading one’s mood through one’s speech requires careful examination and sharp mind to make right judgement and conclusions. Wrong diagnosis of such</li> </ul>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning</p>

<sup>1</sup> Gender Equality and Social Inclusion

<sup>2</sup> Socio-Emotional Learning

	<p>paralinguistic features of a spoken message may lead to misinterpretation.</p> <p><b>Communication:</b> Listening to expressions with the purpose of identifying variety of sound patterns that reflect the speaker’s mood or emotions equips learners with communicative competence. This is because rhythm, pitch, tone play an important role in the communication process. They either complement speech, replace it, or reflect the emotional state of the speaker.</p>	<p>outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence as they address their individual learning challenges and deficiencies.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals’ different beliefs, religion, language and cultures. Have a sense of national identity,</p>
I.1.1.LO.2		
Identify the sound pattern of Arabic poetry, focusing on the rhyming patterns	<p><b>Critical Thinking and problem solving:</b> Critical listening to determine sound pattern of Arabic requires critical examination of the underlying phonemic sequence. It involves analysis evaluation and judgement. In addition, learners will decipher differences in sounds and identify sound refrains, which will also involve brainwork and deep thought.</p> <p><b>Communication:</b> 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</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> </ul>

	<p>the inner thoughts and emotions of the producers of these sounds or their listeners. This indescribable ability to communicate through these sounds might be thought of as the speech of the heart or an open window to one's soul</p> <p><b>Critical Thinking and problem solving:</b></p> <ul style="list-style-type: none"> <li>• Learners would have to determine the meanings of tones that convey paralinguistic information to the listener.</li> <li>• Reading one's mood through one's speech requires careful examination and sharp mind to make right judgement and conclusions. Wrong diagnosis of such paralinguistic features of a spoken message may lead to misinterpretation.</li> </ul> <p><b>Communication:</b> Listening to expressions with the purpose of identifying variety of sound patterns that reflect the speaker's mood or emotions equips learners with communicative competence. This is because rhythm, pitch, tone play an important role in the communication process. They either complement speech, replace it, or reflect the emotional state of the speaker.</p>	<ul style="list-style-type: none"> <li>• Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>• Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• Self-reflecting and finding confidence as they address their individual learning challenges and deficiencies.</li> <li>• Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>• Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>• Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	--

I.I.I.LO.3	<p><b>Critical Thinking and problem solving:</b> Learners would have to determine the meanings of tones that convey paralinguistic information to the listener. Reading one's mood through one's speech requires careful examination and sharp mind to make right judgement and conclusions. Wrong diagnosis of such paralinguistic features of a spoken message may lead to misinterpretation.</p> <p><b>Communication:</b> Listening to expressions with the purpose of identifying variety of sound patterns that reflect the speaker's mood or emotions equips learners with communicative competence. This is because rhythm, pitch, tone play an important role in the communication process. They either complement speech, replace it, or reflect the emotional state of the speaker.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> </ul>
------------	---	--

		<ul style="list-style-type: none"><li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li><li>● Showing empathy and cooperation as they work in mixed-ability groups.</li></ul> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	--

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
I.I.I.CS.I	I.I.I.LI.I	I.I.I.AS.I
<p>Demonstrate knowledge and ability to identify the sound patterns of Arabic poetry and prose.</p>	<p><b>Identify the sound pattern of Arabic poetry, focusing on the rhyming patterns</b></p> <p><b>Group competition, Project/ research-based learning, Question-Answer relationship strategy, think-pair share activities:</b></p> <ul style="list-style-type: none"> <li>● Using blended strategy, prepare groups to listen to a playback of poetry recitation with particular attention to sound repetitions and alternations. Each group shares its observations and experiences. Individual learners are then made to give an independent personal experience.</li> <li>● The speed of the audio source must be moderate, and the words carefully articulated, with short pauses to allow for appreciation of similarities and observe differences.</li> <li>● After consultation among their members, any group may ask for a pause of the audio in order to point out an observable rhyming or a repetition of a line to confirm a repeated sound rhyme.</li> </ul> <p><b>Flexible pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Differentiated Learning:</b> Allocating different listening times and opportunity 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>	<p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  Level 3 Strategic reasoning:  Level 4 Extended critical thinking and reasoning:</p>

	<p>I.I.I.LI.2</p> <p><b>Identify the sound pattern of Arabic poetry, focusing on the rhythm, the stressed and unstressed elements</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities, Collaborative Learning</b></p> <p><b>Collaborative Learning:</b> With absence of all optics including written texts, prepare learners both individually and in groups to listen and share their listening experiences, then group by group listening for group experiences, and point out repeated sounds and the sequence. The speed of the audio source must be moderated, and the words carefully articulated, with short pauses to allow learners to make their observations. The audio can be repeated a number of times until all learners grasp the import of the exercise. This is followed by group presentations, and with the support of the teacher, learners audit their own observations and experiences.</p> <p><b>Flexible pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>	<p>I.I.I.AS.2</p> <p><b>Level 1 Recall:</b> <b>Level 2 Skills of conceptual understanding:</b> Level 3 Strategic reasoning: Level 4 Extended critical thinking and reasoning:</p>
--	---	---

	<p>I.I.I.LI.3</p> <p><b>Identify the sound pattern of Arabic prose, highlighting the syllable and consonant cluster, the stressed and unstressed sounds.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b> Prepare learners to watch a dialogue from an audio-visual set or organise them for classroom simulation to observe how speakers employ tones, intonation as communicative strategy rather than for aesthetic purpose. Learners are then asked to identify meanings expressed by only linguistic features of the communication process, and those understood from the paralinguistic component of the speech.</p> <p><b>Pronunciation/Intonation practice:</b> Learning standard pronunciation and/or intonation can give learners some confidence and lay the foundation for future successful language learning, starting with warm-up activity (like tongue twisters).</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>	<p>I.I.I.AS.3</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>
	<p>I.I.I.LI.4</p> <p><b>Describe the sound pattern of Arabic prose, and the levels of tones that relate to moods or emotions.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b> Prepare learners to watch a dialogue from an audio-visual set or organise them for classroom simulation to observe how speakers employ tones, intonation as communicative strategy rather than for aesthetic purpose. Learners are then asked to identify meanings expressed by only linguistic features of the communication process, and those understood from the paralinguistic component of the speech.</p> <p><b>Pronunciation/Intonation practice:</b> Learning standard pronunciation and/or intonation can</p>	<p>I.I.I.AS.4</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>



	<p>give learners some confidence and lay the foundation for future successful language learning, starting with warm-up activity (like tongue twisters).</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Audio materials</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> <li>● Projector</li> </ul>

**Subject ARABIC**  
**Strand I LISTENING**  
**Sub-Strand 2 PHONOLOGY OF THE ARABIC LANGUAGE (II)**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.1.2.LO.1</p> <p>Describe the phonological features of Modern Standard Arabic.</p>	<p><b>Communication:</b> Listening to expressions with the purpose of identifying the variety and differences of regional Arabic dialects equips learners with communicative competence.</p> <p><b>Critical Thinking and problem solving:</b> The exercise of listening and identifying differences in dialects of the same language sharpens learners’ sense of judgment and decision-making.</p> <p><b>Collaboration:</b> Learners listen to, view, write about, and discuss their findings. These findings are shared among groups for individual benefits. Beside collaboration, the exercise promotes understanding, tolerance and positive exchanges.</p> <p><b>Communication:</b> The exercise allows learners to create links among the two languages, as well as ideas expressed in the identified words with their related differences or similarities of meanings</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome</p>

		<p>in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in addressing their individual learning challenges and deficiencies.</li> <li>● Exhibiting motivation, and SMART goal setting as they address their learning challenges.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
I.1.2.LO.2		
Describe the phonological differences between Cairo and Saudi Arabic dialects.	<p><b>Collaboration:</b> Learners listen to, view, write about, and discuss their findings. These findings are shared among groups for individual benefits. Beside collaboration, the exercise promotes understanding, tolerance and positive exchanges.</p> <p><b>Communication:</b> The exercise allows learners to create links among the two dialects as well as ideas expressed in the identified words with their related differences or similarities of meanings.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words</li> </ul>

		<p>and expressions in addressing all people of different background.</p> <ul style="list-style-type: none"> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul>
--	--	--

		<b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.
--	--	--

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
I.1.2.CS.1	I.1.2.LI.1	I.1.2.AS.1
<p>Demonstrate knowledge and understanding of the difference of Arabic types and the various regional Arabic dialects.</p>	<p><b>Identify the peculiar phonological features of Modern Standard Arabic.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The facilitator delivers slowly and clearly expressions in a defined, familiar MSA (<i>Modern Standard Arabic</i>) version, or an audio-visual recording of the various language dialects to test the familiarity of the learners with the differences of the dialects.</p> <p><b>Valuing Diversity/Global Citizenship:</b> While the curriculum communicates learning through academic and standard Arabic patterns; incorporating dialectal expressions of Arabic will express a global perspective explicitly valuing diversity.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Differentiated Learning:</b> Allocating different listening times and opportunity 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>

	<p>I.1.2.LI.2</p> <p><b>Identify the textual representations of sounds in words of the MSA and their sequence.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The teacher delivers slowly and clearly expressions in a defined, familiar MSA (<i>Modern Standard Arabic</i>) version, or an audio-visual recording of the various language dialects to test the familiarity of the learners with the differences of the languages.</p> <p><b>Valuing Diversity/Global Citizenship:</b> While the curriculum communicates learning through academic and standard Arabic patterns; incorporating dialectal expressions of Arabic will express a global perspective explicitly valuing diversity.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Differentiated Learning:</b> Allocating different listening times and opportunity 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>	<p>I.1.2.AS.2</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b></p>
--	---	--

	<p>I.1.2.LI.3</p> <p><b>Identify the distinct phonological features of Arabic dialect of Cairo and that of Saudi Arabia.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities, Collaborative-Game Learning</b> Learners work in groups to listen to a recorded audio of Egyptian and Saudi colloquial Arabic and then write down familiar words they have heard from both audios. The sound difference of the words is then explained and reasons for the difference given.</p> <p><b>Valuing Diversity/Global Citizenship:</b> While the curriculum communicates learning through academic and standard Arabic patterns; incorporating dialectal expressions of Arabic will express a global perspective explicitly valuing diversity.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Differentiated Learning:</b> Allocating different listening times and opportunity 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>	<p>I.1.2.AS.3</p> <p><b>Level 1 Recall:</b> <b>Level 2 Skills of conceptual understanding:</b> Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b></p>
	<p>I.1.2.LI.4</p> <p><b>Identify the phonological features of Arabic dialect of Saudi Arabia and imitate its sounds pattern</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities, Collaborative-Game Learning:</b> Learners work in groups to listen to a</p>	<p>I.1.2.AS.4</p> <p><b>Level 1 Recall:</b> <b>Level 2 Skills of conceptual understanding:</b> Level 3 Strategic</p>



	<p>recorded audios of Egyptian and Saudi colloquial Arabic and then write down familiar words they have heard from both audios. The sound difference of the words is then explained and reasons for the difference given.</p> <p><b>Valuing Diversity/Global Citizenship:</b> While the curriculum communicates learning through academic and standard Arabic patterns; incorporating dialectal expressions of Arabic will express a global perspective explicitly valuing diversity.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Differentiated Learning:</b> Allocating different listening times and opportunity 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>			<p>reasoning:  <b>Level 4 Extended critical thinking and reasoning:</b></p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Audio materials</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> <li>● Reading texts for Listening skill.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio materials.</li> <li>● Audio-visual Materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading texts for Listening skill.</li> </ul>

**Subject ARABIC**  
**Strand I LISTENING**  
**Sub-Strand 3 LISTENING COMPREHENSION AND PARTICIPATION**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.1.3.LO.1</p> <p>Interpret information from oral/audio source by deducing the meanings of unknown words from the known ones.</p>	<p><b>Communication:</b> Learners will interpret and explain incoming auditory symbols and make sense of their semantic properties. Such communicative skill is essential in language use and exchange of ideas.</p> <p><b>Critical thinking and problem solving:</b> In order to settle on the possible meanings of unknown words and the general idea of the text, the learner intellectually and skilfully conceptualises, synthesises and analyses information from the audio</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are</p>

		<p>integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity, Self-confidence</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
I.1.3.CS.1	I.1.3.LI.1	I.1.3.AS.1
<p>Demonstrate knowledge and understanding of the meanings and purposes of the various non-fictional texts.</p>	<p><b>Explain the general idea of an audio speech or reading from an Informational text and write down identifiable words from the audio.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b></p> <ul style="list-style-type: none"> <li>Using think-pair-share, prepare learners to listen to a very slow and carefully read text, with long pauses for them to assimilate the meanings, using background knowledge and context.</li> <li>The think-pair-share strategy exposes students to three lesson-processing experiences within one activity. Start by asking learners to individually think about the meaning of a given word, as he/she understands it.</li> <li>Next, pair learners together to discuss their results and findings.</li> <li>Finally, have each pair share their ideas with the rest of the class, and open the floor for further discussion.</li> </ul> <p><b>Flexible-pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>	<p>Level 1 Recall:  <b>Level 2 Skills of conceptual understanding:</b>  <b>Level 3 Strategic reasoning:</b>  Level 4 Extended critical thinking and reasoning:</p>
	I.1.3.LI.2	I.1.3.AS.2
	<p><b>Tell the meanings of words from media news, using clues from surrounding words and context.</b></p>	<p>Level 1 Recall:  <b>Level 2 Skills of</b></p>

	<p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b></p> <ul style="list-style-type: none"> <li>● Using (think-pair-share), prepare learners to listen to a very slow and carefully read text, with long pauses for them to assimilate the meanings, using background knowledge and context.</li> <li>● The think-pair-share strategy exposes students to three lesson-processing experiences within one activity. Start by asking learners to individually think about the meaning of a given word, as he/she understands it.</li> <li>● Next, pair learners together to discuss their results and findings.</li> <li>● Finally, have each pair share their ideas with the rest of the class, and open the floor for further discussion.</li> </ul> <p><b>Flexible-pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>	<p><b>conceptual understanding:</b> <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Newspapers for Listening skills</li> <li>● Audio materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual</li> <li>● Materials and Equipment</li> </ul>

**Subject ARABIC**  
**Strand 2 SPEAKING**  
**Sub-Strand I EVERYDAY ORAL COMMUNICATION**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.2.1.LO.1</p> <p>Calculate in hundreds and thousands, the number of people in your immediate environment, and quantities of items you use.</p>	<p><b>Collaboration and Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>● Learners are guided to use digital gadgets in computations and dealing with numbers to solve problems.</li> <li>● Working in group to execute projects promote synergy and appreciation of individual skills and capabilities which ultimately give a shared sense of purpose.</li> </ul> <p><b>Critical thinking and problem solving:</b> 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.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners</p>

		<p>are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity, select Arabic/English texts that promote the following values:</p> <ul style="list-style-type: none"> <li>● Truthfulness</li> <li>● Trustworthy</li> <li>● Tolerance</li> <li>● Social Cohesion</li> <li>● Integrity</li> </ul>
--	--	--

I.2.1.LO.2	<p><b>Collaboration and Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>• Learners are guided to use digital gadgets in computations and dealing with numbers to solve problems.</li> <li>• Working in group to execute projects promote synergy and appreciation of individual skills and capabilities which ultimately give a shared sense of purpose.</li> </ul> <p><b>Critical thinking and problem solving:</b> 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.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>• Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>• Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>• Embrace diversity and practise inclusion as a means of enhancing employability of all in any labour market.</li> <li>• Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>• Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>• Self-reflecting and finding confidence in individual learning groupings which are based on visual,</li> </ul>
------------	---	--



		<p>auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p> <ul style="list-style-type: none"> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
1.2.1.LO.3		
Identify appropriate culturally specific expressions for misfortunes or losses in business or properties.	<b>Communication:</b> Successful communication requires appropriate language use. With appropriate scenario 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.	<b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to: <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated</li> </ul>

	<p><b>Role-play:</b> Provide opportunities to your more kinaesthetic 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.</p>	<p>with Arabic.</p> <ul style="list-style-type: none"> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help</li> </ul>
--	---	---

		<p>learners organise themselves according to their different skills and capabilities.</p> <ul style="list-style-type: none"> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
<p>1.2.1.LO.4</p> <p>Employ various conversation strategies such as interrogative statement, surprise and wonder to advance an argument.</p>	<p><b>Communication/Collaboration:</b> The learners work in pairs/groups. They have a sheet with the same English/Arabic sentences to translate into English/Arabic, and each partner or group picking any word of their choice to test their opponent. After one partner/group has attempted the translation, the opponent shows the correct answer and points are awarded. When the time is up the person/group with the higher score wins. Best to have people of similar ability in each pair/group.</p> <p><b>Global Citizenship:</b> Learners become conscious of current local and global issues and relate well with people from different cultures by acquiring global citizenship and displaying leadership skills through translation of different languages and interpretation of diverse cultures.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and</li> </ul>

		<p>disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</p> <ul style="list-style-type: none"> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their</li> </ul>
--	--	---

		<p>observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</p> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
I.2.1.LO.5		
Orally give a short presentation about Ghanaian independence celebration	<p><b>Communication:</b> In order for an essay to adequately inform and communicate, its components must be organised to make it flow in a logical way. The main parts (or sections); the introduction, body, and conclusion, are organised to effectively and clearly communicate an idea or provide information.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-</i></p>

		<p><i>Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have</p>
--	--	---

		a sense of national identity,
I.2.1.LO.6		
Give the denotative meanings of words in a text from Arabic to English or vice versa.	<p><b>Communication/Collaboration:</b> The learners work in pairs/groups. They have a sheet with the same English/Arabic sentences to translate into English/Arabic, and each partner or group picking any word of their choice to test their opponent. After one partner/group has attempted the translation, the opponent shows the correct answer and points are awarded. When the time is up the person/group with the higher score wins. Best to have people of similar ability in each pair/group.</p> <p><b>Global Citizenship:</b> Learners become conscious of current local and global issues and relate well with people from different cultures by acquiring global citizenship and displaying leadership skills through translation of different languages and interpretation of diverse cultures.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners</p>

		<p>are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity, Select Arabic/English texts that promote the following values:</p> <ul style="list-style-type: none"> <li>● Truthfulness</li> <li>● Trustworthy</li> <li>● Integrity</li> </ul>
<p>I.2.1.LO.7</p> <p>Give the connotative meanings of words in a text from Arabic to English or vice versa.</p>	<p><b>Communication/Collaboration:</b> The learners work in pairs/groups. They have a sheet with the same English/Arabic sentences to translate into English/Arabic, and each partner or group picking any word of their choice to test their opponent. After one partner/group has attempted the translation, the opponent shows the correct answer and points are awarded. When the time is up the person/group with the higher score wins. Best to have people of similar ability in each pair/group.</p> <p><b>Global Citizenship:</b> Learners become conscious of current</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words</li> </ul>



	<p>local and global issues and relate well with people from different cultures by acquiring global citizenship and displaying leadership skills through translation of different languages and interpretation of diverse cultures.</p>	<p>and expressions in addressing all people of different background.</p> <ul style="list-style-type: none"> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul>
--	--	--

		<p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity, Select Arabic/English texts that promote the following values:</p> <ul style="list-style-type: none"><li>● Truthfulness</li><li>● Trustworthy</li><li>● Integrity</li></ul>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
1.2.1.CS.1	1.2.1.LI.1	1.2.1.AS.1
<p>Demonstrate knowledge and application of arithmetic methods to calculate in hundreds and thousands, quantities, distance and weight.</p>	<p><b>Count the number of students in class, estimate the congregation size at your mosque or church.</b></p> <p><b>Conceptualization, research-based learning, Question-Answer relationship strategy, game activities, Collaborative-Game Learning:</b></p> <ul style="list-style-type: none"> <li>● Learners engage in number games by addition, subtraction and multiplication of their number in class by their sitting arrangement, age and gender distribution, etc.</li> <li>● Learners are placed in groups for dice games, where groups compete among themselves by calculating in Arabic the numbers obtained after rolling a dice a number of times in turns. The group with maximum number wins.</li> <li>● Clearly linking mathematics to language learning and real-world examples can help learners understand key concepts and makes learning an interesting experience.</li> <li>● Number game in weight and length will challenge diverse learners through either individual or small-group practice and encourage friendly competition.</li> </ul> <p><b>Flexible-pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>	<p>Level 1 Recall: <b>Level 2 Skills of conceptual understanding:</b> <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:</p>

	<p>I.2.1.LI.2</p> <p><b>Tell how much you buy food, clothes, learning materials, and electronics.</b></p> <p><b>Conceptualisation, research-based learning, Question-Answer relationship strategy, game activities, Collaborative-Game Learning</b></p> <ul style="list-style-type: none"> <li>• Learners engage in number games by addition, subtraction and multiplication of their number in class by their sitting arrangement, age and gender distribution, etc.</li> <li>• Learners are placed in groups for dice games, where groups compete among themselves by calculating in Arabic the numbers obtained after rolling a dice a number of times in turns. The group with maximum number wins.</li> <li>• Clearly linking mathematics to language learning and real-world examples can help learners understand key concepts and makes learning an interesting experience.</li> <li>• Number game in weight and length will challenge diverse learners through either individual or small-group practice and encourage friendly competition.</li> </ul> <p><b>Flexible-pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>	<p>I.2.1.AS.2</p> <p>Level 1 Recall:  <b>Level 2 Skills of conceptual understanding:</b>  <b>Level 3 Strategic reasoning:</b>  Level 4 Extended critical thinking and reasoning:</p>
--	---	--

	<p>I.2.1.LI.3</p> <p><b>Tell the distance between your house to the school, market, shopping centre, or city centre.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities, Drills and Practice:</b></p> <p><b>Drills and Practice:</b> Tape measurements are employed for learners to calculate distances of classroom walls, as well as the learners' heights. Learners are randomly picked for learners to guess their heights.</p> <p>كم كيلومتر من أكرا إلى تمالي؟ من أكرا إلى تمالي 956 كيلومتر.</p> <p>كم تبعد أكرا عن كمانسي؟ تبعد أكرا عن كمانسي على الطريق البري مسافة 438.62 كيلومتر، ويستغرق وقت السفر بالسيارة 3 ساعات و 54 دقيقة</p> <p><b>Flexible-pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p>	<p>I.2.1.AS.3</p> <p>Level 1 Recall: <b>Level 2 Skills of conceptual understanding:</b> <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:</p>
--	--	---

	<p>1.2.1.LI.4</p> <p><b>Tell your weight, that of people you know, or items you use.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities, Drills and Practice:</b> Weighing scales are employed for learners to calculate their weights. Here medically appropriate weights of learners could be determined. All members of each group announce his/her weight to the class. Each group then records and calculates the weight of each member of its group, the sum total of which is taken and compared with the totals of other groups. These are also read out in class by group leads.</p> <p>ما وزنك؟ وزني 50 كيلو جرام</p> <p>معرفة الوزن المثالي وحساب كتلة الجسم</p> <p>كيفية قياس الطول بدون استخدام شريط القياس</p> <p><b>Remove silent cues about stereotypes:</b> Remove physical cues or notion about overweight learners being overfed or underweight being underfed. Check to correct such notions and or mindset for body sizes in the exercise.</p>	<p>1.2.1.AS.4</p> <p>Level 1 Recall: <b>Level 2 Skills of conceptual understanding:</b> <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Local and Foreign Currencies</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> <li>● Interactive materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
1.2.1.CS.2	1.2.1.LI.1	1.2.1.AS.1
<p>Demonstrate knowledge and understanding of culturally specific expressions on sad/happy moments</p>	<p><b>Exemplify appropriate words of condolences to a bereaved family</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities, Role-play:</b> Learners are prepared for a simulation of a scene of funeral. The scene shall comprise a bereaved family, mourners, and consoling visitors expressing condolences to the bereaved.</p> <p style="text-align: center;">أحسن الله عزاءكم وغفر لميتكم      إِنَّ اللَّهَ مَا أَخَذَ، وَلَهُ مَا أُعْطِيَ، وَكُلُّ عِنْدَهُ بِأَجَلٍ مُّسَمًّى، فَلْتَصْبِرْ وَتُحْسِبِ</p> <p><b>Empathy and Empathic communication:</b> Through acting and drama on funeral and expression of sympathy, learners work to increase empathy and empathic communication among themselves.</p> <p><b>Build perspective to avoid stereotyping:</b> Perspective-taking is a cognitive and affective exercise and is a social-emotional-intellectual skill. It helps learners develop this skill by teaching skills like observation and evaluation.</p>	<p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>            Level 3 Strategic reasoning:            Level 4 Extended critical thinking and reasoning:</p>

	<p>I.2.1.LI.2</p> <p><b>Say words of consolation or comfort to a person who loses a property or business.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities Role-play:</b> Learners are prepared for a simulation of interactions between a colleague who suffers a misfortune or loss of business or property.</p> <p>اللهم أجرنا في مصيبتنا، واخلف لنا خيرا منها</p> <p><b>Empathy and Empathic communication:</b> Through acting and drama on funeral and expression of sympathy, learners work to increase empathy and empathic communication among themselves.</p> <p><b>Build perspective to avoid stereotyping:</b> Perspective-taking is a cognitive and affective exercise and is a social-emotional-intellectual skill. It helps learners develop this skill by teaching skills like observation and evaluation.</p>	<p>I.2.1.AS.2</p> <p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  Level 3 Strategic reasoning:  Level 4 Extended critical thinking and reasoning:</p>
	<p>I.2.1.LI.3</p> <p><b>Say words of congratulation, felicitation or well-wishing to a person in happy moment</b></p> <p>Learners are prepared for a simulation of interactions between two colleagues, one is congratulating the other who achieves success or is in a happy moment.</p> <p>أهلا وسهلا ومرحبا  عيد مبارك، عيد سعيد.....  بارك الله في الموهوب....  بارك الله لكما وبارك عليكما وجمع بينكما في خير</p> <p><b>Empathy and Empathic communication:</b> Through acting and drama on funeral and expression of sympathy, learners work to increase empathy and empathic communication among themselves.</p> <p><b>Build perspective to avoid stereotyping:</b> Perspective-taking is a cognitive and affective exercise and is a social-emotional-intellectual skill. It helps learners develop this skill by teaching skills like observation and evaluation.</p>	<p>I.2.1.AS.3</p> <p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  Level 3 Strategic reasoning:  Level 4 Extended critical thinking and reasoning:</p>



<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"><li>• Textbooks and Reading materials for speech drills.</li><li>• Role playing</li></ul>	<ul style="list-style-type: none"><li>• Drama space</li><li>• Acting Costume</li></ul>	<ul style="list-style-type: none"><li>• Audio-visual material</li></ul>
--	---	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
I.2.1.CS.3	I.2.1.LI.1	I.2.1.AS.1
Demonstrate knowledge and application of effective communicative strategies.	<p><b>Apply questions as a strategy to seek clarity of a statement.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b> The teacher makes a presentation on chosen topic and solicits questions from each learner on the topic. Learners are also allowed to ask each other for clarification of aspects of the presentation.</p> <p><b>Self-Assessment&amp; Self-Confidence:</b> Learners will learn from each other, set the stage for new knowledge, and develop confidence speaking aloud.</p> <p><b>Peer-to-Peer Scaffolding:</b> Learners will often engage in peer-to-peer scaffolding, thus pushing each other towards greater proficiency.</p>	<p><b>Level 1 Recall:</b></p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p>Level 3 Strategic reasoning:</p> <p>Level 4 Extended critical thinking and reasoning:</p>
	<p>I.2.1.LI.2</p> <p><b>Employ rhetorical question to show surprise or wonder about an opposing statement or view.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b> The facilitator makes a presentation on chosen topic and solicits questions from each learner on the topic. Learners are also allowed to ask each other for clarification of aspects of the presentation.</p> <p><b>Self-Assessment&amp; Self-Confidence:</b> Learners will learn from each other, set the stage for new knowledge, and develop confidence speaking aloud.</p> <p><b>Peer-to-Peer Scaffolding:</b> Learners will often engage in peer-to-peer scaffolding, thus pushing each other towards greater proficiency.</p>	<p>I.2.1.AS.2</p> <p><b>Level 1 Recall:</b></p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p>Level 3 Strategic reasoning:</p> <p>Level 4 Extended critical thinking and reasoning:</p>

	1.2.1.LI.3	1.2.1.AS.3
	<p><b>Give a two-sentence introduction of the topic, six-sentence main body, and two-sentence conclusion</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities, Collaborative-Game Learning:</b> Learners are put in groups to prepare and make presentations on social or national issue like Ghanaian independence, after a brief introduction from the teacher. The best presentation is selected for an adoption in class.</p> <ol style="list-style-type: none"> <li>1. الاحتلال البريطاني،</li> <li>2. نالت غانا استقلالها عام 1957 م،</li> <li>3. التحرر واستعادة الحرية،</li> <li>4. تغيير اسم ساحل الذهب إلى غانا،</li> <li>5. الاحتفال بعيد الاستقلال.</li> </ol> <p><b>Self-Assessment&amp; Self-Confidence:</b> Learners will learn from each other, set the stage for new knowledge, and develop confidence speaking aloud.</p> <p><b>Peer-to-Peer Scaffolding:</b> Learners will often engage in peer-to-peer scaffolding, thus pushing each other towards greater proficiency.</p>	<p><b>Level 1 Recall:</b></p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p>Level 3 Strategic reasoning:</p> <p>Level 4 Extended critical thinking and reasoning:</p>
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Audio-visual materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
I.2.1.CS.4	I.2.1.LI.1	I.2.1.AS.1
<p>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</p>	<p><b>Tell the English equivalent denotative meanings of words in an Arabic text</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities, Collaborative-Game Learning:</b> Learners engage in interpretation group contest.</p> <p>They are placed in groups to prepare for a contest, 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. The exercise is conducted orally from memory without reference to the reading text.</p> <p>You should try that new restaurant</p> <p style="text-align: right;">عليك أن تجرب ذلك المطعم الجديد</p> <p>I suggested that he should cancel the meeting .</p> <p style="text-align: right;">اقترحت عليه أن يلغي الاجتماع</p> <p>You shouldn't drink alcohol.</p> <p style="text-align: right;">عليك أن لا تشرب الخمر</p> <p><b>Metalinguistic Cues:</b> The technique consists of cueing the learners as to the presence of specific items they usually find challenging. The purpose is to scaffold self-monitoring and to sensitise weak learners to the mistakes in their output.</p>	<p><b>Level 1 Recall:</b></p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>

	<p>I.2.1.LI.2</p> <p><b>Give the Arabic equivalent denotative meanings of words in an English text.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities, Collaborative-Game Learning</b></p> <p>Learners engage in interpretation group contest.</p> <p>They are placed in groups to prepare for a contest, 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. The exercise is conducted orally from memory without reference to the reading text.</p> <p>You should try that new restaurant .</p> <p>I suggested that he should cancel the meeting .</p> <p>You shouldn't drink alcohol .</p> <p><b>Metalinguistic Cues:</b> The technique consists of cueing the learners as to the presence of specific items they usually find challenging. The purpose is to scaffold self-monitoring and to sensitise weak learners to mistakes in their output.</p>	<p>I.2.1.AS.2</p> <p><b>Level 1 Recall:</b></p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>
--	---	---

	<p>I.2.1.LI.3</p> <p><b>Give the English equivalent connotative meanings of words in an Arabic text.</b></p> <p><b>rejects-based, research-based learning, Question-Answer relationship strategy, think-pair share activities, Collaborative-Game Learning</b></p> <p>Learners engage in interpretation group contest. They are placed in groups to prepare for a contest, 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. The exercise is conducted orally from memory without reference to the reading text.</p> <p>You should try that new restaurant .</p> <p style="text-align: right;">عليك أن تجرب ذلك المطعم الجديد</p> <p>I suggested that he should cancel the meeting .</p> <p style="text-align: right;">اقترحت عليه أن يلغي الاجتماع</p> <p>You shouldn't drink alcohol .</p> <p style="text-align: right;">عليك أن لا تشرب الخمر</p> <p><b>Metalinguistic Cues:</b> The technique consists of cueing the learners as to the presence of specific items they usually find challenging. The purpose is to scaffold self-monitoring and to sensitise weak learners to mistakes in their output.</p>	<p>I.2.1.AS.3</p> <p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  <b>Level 3 Strategic reasoning:</b>  Level 4 Extended critical thinking and reasoning:</p>
	<p>I.2.1.LI.4</p> <p><b>Give the Arabic equivalent connotative meanings of words in an English text.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities, Collaborative-Game Learning:</b> Learners engage in interpretation group contest. They are placed in groups to prepare for a contest, 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. The exercise is conducted orally from memory without reference to the reading text.</p> <p>You should try that new restaurant .</p> <p style="text-align: right;">عليك أن تجرب ذلك المطعم الجديد</p>	<p>I.2.1.AS.4</p> <p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  <b>Level 3 Strategic reasoning:</b>  Level 4 Extended critical thinking and reasoning:</p>

	<p>I suggested that he should cancel the meeting .</p> <p>You shouldn't drink alcohol .</p> <p><b>Metalinguistic Cues:</b> The technique consists of cueing the learners as to the presence of specific items they usually find challenging. The purpose is to scaffold self-monitoring and to sensitise weak learners to mistakes in their output.</p>	<p>اقترحت عليه أن يلغي الاجتماع</p> <p>عليك أن لا تشرب الخمر</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Interactive materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual</li> <li>● Materials.</li> </ul>

**Subject ARABIC**  
**Strand 2 SPEAKING**  
**Sub-Strand 2 ORACY AND AESTHETICS**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.2.2.LO.1</p> <p>Recount a simplified version of a Ghanaian story from a literature book.</p>	<p><b>Innovation and creativity:</b> Planning and putting together all the necessary ingredients to create a story within a short time will definitely equip learners with creative prowess and dexterity, besides oratory and extemporaneous Speech delivery.</p> <p><b>Collaboration:</b> Contribution from each learner to put together a literary piece recognizes individual’s skill and talent. This recognition encourages teamwork and cross-fertilization.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p>



		<ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
I.2.2.LO.2		
Narrate a simple real story, using simple literary devices of your choice.	<p><b>Innovation and creativity:</b> Planning and putting together all the necessary ingredients to create a story within a short time will definitely equip learners with creative prowess and dexterity, besides oratory and extemporaneous Speech delivery.</p> <p><b>Collaboration:</b> Contribution from each learner to put together a literary piece recognises individual's skill and talent.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> </ul>

	<p>This recognition encourages teamwork and cross-fertilization.</p>	<ul style="list-style-type: none"> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> </ul>
--	--	--

		<ul style="list-style-type: none"> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity, Select a Ghanaian story or folktale text that promotes the following values:</p> <ul style="list-style-type: none"> <li>● Tolerance,</li> <li>● Social Cohesion</li> <li>● Sense of belonging</li> </ul>
1.2.2.LO.3		
<p>Reproduce lines of Modern poetry, with clear voice and articulation, reasonable speed, rhythm, intonation, and proper pronunciation.</p>	<p><b>Innovation and creativity:</b> Among all the creative writings poetry seems to have complex form and literary devices. Therefore, planning and putting together all the necessary materials to create a simple poem would require constant practice and repeated exercises. This exercise will equip learners with the necessary skills and creativity to compose poem of their own. Learners will be required to view available materials in new ways or from a different perspective and generate from them new possibilities or new alternatives.</p> <p><b>Collaboration:</b> Contribution from each learner to put together a literary piece recognizes individual's skill and talent. This recognition encourages teamwork and cross-fertilization. The opportunity to work in the same environment and platform promotes understanding and respect for all</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender</li> </ul>

	<p>perspectives, and individual contributions which can only manifest through group project work and presentations.</p>	<p>roles in Arabic education.</p> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners give high cognitive ability and a platform to tell their observations, while it gives low cognitive abilities as a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs,</p>
--	---	---

		religion, language and cultures. Have a sense of national identity,
I.2.2.LO.4		
Reproduce lines of Modern prose, with clear voice and articulation, reasonable speed, intonation, and proper pronunciation.	<b>Communication:</b> Learners will enhance their retentive memory when they are able to recite modern Arabic poetry.	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practise inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering</li> </ul>

		<p>their individual learning challenges and deficiencies and addressing them themselves.</p> <ul style="list-style-type: none"> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
<p>I.2.2.CS.1</p> <p>Demonstrate knowledge and literary creativity in narrating a known local story, using simple literary devices.</p>	<p>I.2.2.LI.1</p> <p><b>Give a summary of a famous Ghanaian story using words from a literature book</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Collaborative Learning:</b> Learners are put in groups and each group is allowed to prepare a summary of a prescribed Ghanaian story or folktale that was previously read in class. Each group is invited to make a brief oral account of the story without reading from a script.</p> <p><b>Flexible-pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies.</p>	<p>I.2.2.AS.1</p> <p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  Level 3 Strategic reasoning:  Level 4 Extended critical thinking and reasoning:</p>
	<p>I.2.2.LI.2</p> <p><b>Narrate a summarized story from a prescribed literature textbook adopting familiar names within your locality.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> Learners are put in groups and each group is encouraged to adapt a Ghanaian story or folktale for a brief narration in class, using simple literary devices, like Simile, metaphor, and imagery</p> <p><b>Flexible-pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p>	<p>I.2.2.AS.2</p> <p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  Level 3 Strategic reasoning:  Level 4 Extended critical thinking and reasoning:</p>

	<p><b>Collaborative learning:</b> 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies.</p>	
	<p>1.2.2.LI.3</p> <p><b>In not more than 100 words, give an account of a real event in your own words, employing simple literary devices like Simile</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> Learners are put in groups and each group is encouraged to give an account of a real event in their own words in class, using simple literary devices, like Simile, metaphor, and imagery.</p> <p><b>Flexible-pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies.</p>	<p>1.2.2.AS.3</p> <p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  Level 3 Strategic reasoning:  Level 4 Extended critical thinking and reasoning:</p>
	<p>1.2.2.LI.4</p> <p><b>In not more than 100 words, give an account of a real event in your own words, employing metaphor, and imagery.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> Learners are put in groups and each group is encouraged to give</p>	<p>1.2.2.AS.4</p> <p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  Level 3 Strategic</p>



	<p>an account of a real event in their own words in class, using simple literary devices, like Simile, metaphor, and imagery.</p> <p><b>Flexible-pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies.</p>	<p>reasoning: Level 4 Extended critical thinking and reasoning:</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Audio materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
1.2.2.CS.2	1.2.2.LI.1	1.2.2.AS.1
<p>Demonstrate knowledge and ability to recall and reproduce lines of Modern Arabic poetry and prose with clear voice and articulation.</p>	<p><b>Recite a Modern Arabic poem of 10 lines from memory, with clear voice and articulation at a natural pace.</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Drills And Practices:</b> The teacher introduces poetry composition and takes learners through the processes of putting together a few lines of poetry through strong listeners’ minds’ eyes with imagery and concrete words that appeal to the senses, using the following instructions:</p> <ul style="list-style-type: none"> <li>● Consolidate your knowledge of what a poem is</li> <li>● Understand Your Purpose</li> <li>● Choose a Subject, like an emotion, such as love or fear; about a person, real or fictional; about a place, real or fictional, about a feeling, like acceptance or rejection, about an abstract things like time, patience</li> <li>● Brainstorm</li> <li>● Choose a Poem Format</li> <li>● Write One Line</li> <li>● Edit Your Poem</li> </ul> <p>Each group is then required to prepare a draft of their poem and make a group recitation in class, reading from a script, with rhyming sound but little attention to the poetic meter.</p> <p><b>Collaborative learning:</b> Forming mixed-ability groups of learners provides an opportunity for students with high cognitive abilities to collaborate with those with low cognitive abilities.</p> <p><b>Differentiated Learning:</b> Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinesthetic learning, are supported with their different learning styles.</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>

	<p>I.2.2.LI.2</p> <p><b>Recite a Modern Arabic poem of 10 lines from memory, with clear voice, articulation, recitation Rhythm and intonation</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Drills And Practices:</b> To promote retention, learners are guided to practice on carefully selected Arabic poems, focusing on rhythm and intonation.</p> <p><b>Flexible-pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies.</p>	<p>I.2.2.AS.2</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
--	---	--

	<p>I.2.2.LI.3</p> <p><b>Recite a Modern Arabic prose of 10 lines from memory, with clear voice and articulation at a natural pace.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Drills And Practice:</b> To promote retention, learners are guided to practice on carefully selected Arabic prose, focusing on voice and articulation at a natural pace.</p> <p><b>Flexible-pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies.</p>	<p>I.2.2.AS.3</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
	<p>I.2.2.LI.4</p> <p><b>Recite a Modern Arabic poem of 10 lines from memory, with clear voice, articulation, recitation and intonation</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Drills and Practice:</b> Learners are guided to practice on carefully selected Arabic poem, focusing on clear voice, articulation, recitation and intonation.</p> <p><b>Flexible-pace learning:</b> Faster listening students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p>	<p>I.2.2.AS.4</p> <p><b>Level 1 Recall:</b> <b>Level 2 Skills of conceptual understanding:</b> <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:</p>

	<p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies.</p>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Audio materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 2 SPEAKING**  
**Sub-Strand 3 GRAMMAR**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.2.3.LO.1</p> <p>Explain the declensional endings of nouns and tenses of verbs in syntactic structure of Arabic sentences.</p>	<p><b>Communication:</b> 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, which affects their ability to communicate and exposes their poor attention to detail. Therefore, good communication skills and good grammar are skills to nurture.</p> <p><b>Critical thinking and Problem solving:</b> Grammar, the organisational principles of language, is the result of critical thinking. 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, learners are developing their critical thinking skills.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome</p>

		<p>in the curriculum, the teacher should apply the Social Emotional Learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
<p>I.2.3.CS.1</p> <p>Speaking Good Arabic: Grammar Unit: Demonstrate knowledge and understanding of parts of speech and their various characteristics</p>	<p>I.2.3.LI.1</p> <p><b>Orally compose 5 nominal sentences about personal experiences and tell the reason for starting with a Noun and its grammatical function</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Collaborative-Game Learning:</b> Learners play an elimination game where a learner is eliminated if he/she fails to identify and explain elements from one of the following topics:</p> <ul style="list-style-type: none"> <li>● أجزاء الكلام</li> <li>● علامات الاسم والفعل والحرف</li> <li>● أقسام الاسم وما يتعلق به</li> <li>● أقسام الفعل وما يتعلق به</li> <li>● المعرب والمبني وأحوال كل منهما</li> </ul> <p><b>Flexible-pace learning</b> while slow listening ,Faster listening students will enjoy the facility to complete extension tasks .learners have an opportunity to complete their exercise at a more comfortable speed</p> <p><b>Collaborative learning</b> Forming mixed-ability groups of learners gives high cognitive abilities a platform to tell their while it gives low cognitive abilities a way of collaborating with and learning from ,observations .their peers</p> <p>Allocating different listening times and opportunity to each member of the group to make an .input can help learners organise themselves according to their different skills and capabilities</p> <p><b>Learning Station</b> reading/writing and kinaesthetic ,auditory ,Create learning stations/groupings based on visual ,This requires that individual learners are supported with their different learning styles .learning</p>	<p>I.2.3.AS.1</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>



	subtitles are incorporated in speaking exercises to cater for the various ,where audio-visual learning styles	
--	---	--

	<p>I.2.3.LI.2</p> <p><b>Apply the grammatical rule to orally compose 5 verbal sentences about recent events in the community, and the reason for starting with the verb and its morphological changes.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Collaborative-Game Learning:</b> Learners play an elimination game where a learner is eliminated if he/she fails to identify and explain elements from one of the following topics:</p> <ul style="list-style-type: none"> <li>● أجزاء الكلام</li> <li>● علامات الاسم والفعل والحرف</li> <li>● أقسام الاسم وما يتعلق به</li> <li>● أقسام الفعل وما يتعلق به</li> <li>● المعرب والمبني وأحوال كل منهم</li> </ul> <p><b>Flexible-pace learning</b> while slow listening ,Faster listening students will enjoy the facility to complete extension tasks .learners have an opportunity to complete their exercise at a more comfortable speed</p> <p><b>Collaborative learning</b> Forming mixed-ability groups of learners gives high cognitive abilities a platform to their low cognitive abilities a tell way of collaborating with and learning ,observations while it gives .from their peers</p> <p>Allocating different listening times and opportunity to each member of the group to make an .input can help learners organise themselves according to their different skills and capabilities</p> <p><b>Learning Station</b></p>	<p>I.2.3.AS.2</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding:</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
--	--	---

	<p>reading/writing and kinaesthetic ,auditory ,Create learning stations/groupings based on visual ,learningThis requires that individual learners are supported with their different learning styles subtitles are incorporated in speaking exercises to cater for the various ,where audio-visual learning styles</p>	
	I.2.3.LI.3	I.2.3.AS.3
	<p><b>Apply the grammatical rule to orally compose 5 sentences that contain particles and their grammatical functions.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Collaborative-Game Learning:</b> Learners play an elimination game where a learner is eliminated if he/she fails to identify and explain elements from one of the following topics:</p> <ul style="list-style-type: none"> <li>● أجزاء الكلام</li> <li>● علامات الاسم والفعل والحرف</li> <li>● أقسام الاسم وما يتعلق به</li> <li>● أقسام الفعل وما يتعلق به</li> <li>● المعرب والمبني وأحوال كل منهم</li> </ul> <p><b>Flexible-pace learning</b></p> <p>while slow listening ,Faster listening students will enjoy the facility to complete extension tasks .learners have an opportunity to complete their exercise at a more comfortable speed</p> <p><b>Collaborative learning</b></p> <p>Forming mixed-ability groups of learners gives high cognitive abilities a platform to tell their while it gives low cognitive abilities a way of collaborating with and learning from ,observations .their peers</p> <p>Allocating different listening times and opportunity to each member of the group to make an .input can help learners organise themselves according to their different skills and capabilities</p> <p style="text-align: right;"><b>Learning Station</b></p>	<p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  <b>Level 3 Strategic reasoning:</b>  Level 4 Extended critical thinking and reasoning:</p>

	reading/writing and kinaesthetic ,auditory ,Create learning stations/groupings based on visual ,This requires that individual learners are supported with their different learning styles .learning subtitles are incorporated in speaking exercises to cater for the various ,where audio-visual learning styles	
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>●Textbooks and Reading materials for speech drills.</li> <li>●Cardboards.</li> </ul>	<ul style="list-style-type: none"> <li>●Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 3 READING**  
**Sub-Strand I PHONOLOGICAL AWARENESS/ READING FLUENCY**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.3.1.LO.1</p> <p>Apply reading rules of semi-complex fully vowelized verses of poetry or the Quran at a reasonable speed.</p>	<p><b>Communication:</b> Learners will know and understand how textual representations for sounds on paper are actually produced orally. They will then understand how speech sounds are organised in the mind and used to convey meaning. Targeting only the sound and phonological properties in reading, especially reading aloud, increases attention spans and relieves pent-up emotions.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the Social Emotional Learning strategies to ensure that learners are:</p>
<p>I.3.1.LO.2</p> <p>Apply reading rules of semi-complex fully vowelized prose at a reasonable speed.</p>		

		<ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
I.3.1.CS.1	I.3.1.LI.1	I.3.1.AS.1
<p>Demonstrate understanding and application of reading techniques of a moderately complex authentic text at a reasonable speed.</p>	<p><b>Read semi-complex fully vowelized verses of the Quran with clear voice, rhythm, intonation, and proper pronunciation at a reasonable speed</b></p> <p><b>Active/Collaborative learning think-pair share activities:</b></p> <ul style="list-style-type: none"> <li>• The prepares learners – according to their sitting order - to pick a word each in the order they appear in a text and pronounce it. This exercise continues until all words are read by each learner.</li> <li>• The starting point and reading order changes until weak readers learn from brilliant ones and mistakes corrected among learners themselves.</li> </ul> <p><b>Flexible-pace learning:</b> 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.</p> <p><b>Collaborative learning:</b> 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 opportunity 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.</p> <p><b>Learning Stations:</b> Create learning stations/groupings based on visual, auditory, reading/writing and kinaesthetic learning. This requires that individual learners are supported with their different learning styles, where audio-visual, subtitles are incorporated in speaking exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	<p>I.3.1.LI.2</p> <p><b>Read semi-complex fully vowelized verses of poetry with clear voice, rhythm, intonation, and proper pronunciation at a reasonable speed</b></p> <p><b>Active/Collaborative learning think-pair share activities</b></p> <ul style="list-style-type: none"> <li>• The teacher prepares learners – according to their sitting order - to pick a word each in the order they appear in a text and pronounce it. This exercise continues until all words are read by each learner.</li> <li>• The starting point and reading order changes until weak readers learn from brilliant ones and mistakes corrected among learners themselves.</li> </ul>	<p>I.3.1.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
--	--	---



	<p>I.3.1.L1.3</p> <p><b>Read semi-complex fully vowelized classic prose with clear voice, rhythm, intonation, and proper pronunciation at a reasonable speed</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Drills And Practice:</b></p> <ul style="list-style-type: none"> <li>The teacher introduces learners to a religious lyrical specialized Arabic text form and structure and its own set of laws and instructions for reading. The teacher takes learners through recitation with correct Tajweed (pronunciation) and in a rhythmic and phonetic style.</li> </ul> <p style="text-align: right;">التفخيم، المد الأصلي ، الانقلاب والإخفاء</p> <ul style="list-style-type: none"> <li>An Arabic song is played, and the lyrics read out to learners. Learners then read the lyrics and follow the song from media player. This is repeated until learners are able to sing the song themselves without reading from the written text.</li> </ul> <p>رقت عيناى شوقا وبطييه زرفت عشقاُ ورفقا فأتيت إبل حبيب فاهداً اي قلب صلي على حممد</p> <p><b>Flexible-pace learning:</b> 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.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Allocating different times and opportunity 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 generate more confidence. Facilitating group work is excellent for empowering learners who are shy to participate more in class.</li> </ul> <p><b>Learning Stations:</b> Create learning stations/groupings based on visual, auditory, reading/writing and kinaesthetic learning. This requires that individual learners are supported with their different learning styles, where audio-visual, subtitles are incorporated in speaking</p>	<p>I.3.1.AS.3</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
--	---	---

	exercises to cater for the various learning styles.	
	1.3.1.L1.4	1.3.1.AS.4
	<p><b>Read semi-complex fully vowelized classic prose with clear voice, rhythm, intonation, and proper pronunciation at a reasonable speed</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Drills And Practice:</b></p> <ul style="list-style-type: none"> <li>The teacher introduces learners to a religious lyrical specialized Arabic text form and structure and its own set of laws and instructions for reading. The teacher takes learners through recitation with correct Tajweed (pronunciation) and in a rhythmic and phonetic style.</li> </ul> <p style="text-align: right;">التفخيم، المد الأصلي ، الاقلاب والإخفاء</p> <ul style="list-style-type: none"> <li>An Arabic song is played, and the lyrics read out to learners. Learners then read the lyrics and follow the song from media player. This is repeated until learners are able to sing the song themselves without reading from the written text.</li> </ul> <p>رقت عيناى شوقا وبطييه زرفت عشقاُ ورفقا فأتيت إبل حبيب فاهداً اي قلب صلي على حممد</p> <p><b>Flexible-pace learning:</b> 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.</p> <p><b>Collaborative learning:</b> 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 opportunity 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.</p> <p><b>Learning Stations:</b> 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-visual, subtitles are incorporated in speaking</p>	<p><b>Level 1 Recall:</b></p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>

	exercises to cater for the various learning styles.		
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio Materials.</li> <li>● Audio-visual materials.</li> </ul>	

**Subject ARABIC**  
**Strand 3 READING**  
**Sub-Strand 2 READING COMPREHENSION**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.3.2.LO.1</p> <p>Describe your understanding of the author’s idea(s) by comparing and contrasting with what you know already.</p>	<p><b>Communication:</b> 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.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the Social Emotional Learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning</li> </ul>

		<p>groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p> <ul style="list-style-type: none"> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.</p>
<p>1.3.2.LO.2</p> <p>Give the denotative meanings of words, phrases, and sentences in a text from Arabic to English or vice versa.</p>	<p><b>Communication:</b> Successful communication requires appropriate language use. With appropriate scenario 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 denotative and connotative meanings of words, phrases, and</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and</li> </ul>
<p>1.3.2.LO.3</p>		

<p>Give the connotative meanings of words, phrases, and sentences in a text from Arabic to English or vice versa.</p>	<p>sentences in a text from Arabic to English or vice versa.</p> <p><b>Global Citizenship:</b> Learners become conscious of current local and global issues and relate well with people from different cultures by acquiring global citizenship and displaying leadership skills through translation of different languages and interpretation of diverse cultures.</p>	<p>expressions in addressing all people of different background.</p> <ul style="list-style-type: none"> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.</p>
---	---	--

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
I.3.2.CS.1	I.3.2.LI.1	I.3.2.AS.1
<p>Demonstrate knowledge and understanding of text content using reading strategies of semi-complex text at a reasonable speed. (BI, CEFR)</p>	<p><b>Survey the text for clues related to its general idea, its relevance, and how the ideas connect to each other.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• The teacher asks learners to list what they already know about the topic at their individual paces.</li> <li>• Learners also write questions about what they want to learn from reading the text, after which they look for answers to the questions and write them down.</li> </ul> <p><b>Flexible-pace learning:</b> 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.</p> <p><b>Differentiated Learning:</b> Allocating different times and opportunity 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.</p>	<p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  <b>Level 3 Strategic reasoning:</b>  Level 4 Extended critical thinking and reasoning:</p>
	I.3.2.LI.2	I.3.2.AS.2
	<p><b>Give possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary</b></p> <p><b>Project-Based, Research-Based Learning, Think-Pair Share Activities:</b> Working in group of three, the learners discuss a reading text on a chosen topic. Members of each group share their opinions among themselves. At the end of the discussion, they create an analytical exposition text based on the text. They are then asked to answer some questions related to the text as an assessment to their understanding about the text. After that, they submit their writing project to the teacher. Most of the students should be able to answer the assessment correctly as they could now handle the new vocabulary and understand the text.</p>	

	<p><b>Flexible-pace learning:</b> 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.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning Stations:</b> Create learning stations/groupings based on visual, auditory, reading/writing and kinaesthetic learning. This requires that individual learners are supported with their different learning styles, where audio-visual, subtitles are incorporated in speaking exercises to cater for the various learning styles.</p>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>● Audio Materials</li> <li>● Audio-visual materials.</li> </ul>



Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
I.3.2.CS.2	I.3.2.LI.1	I.3.2.AS.1
<p>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</p>	<p><b>Provide the denotative meanings of Arabic words, phrases, and sentences in an English text.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities, Collaborative Learning:</b> 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 one language and their equivalents are provided in the other language.</p> <p>You should try that new restaurant .</p> <p style="text-align: right;">عليك أن تجرب ذلك المطعم الجديد</p> <p>I suggested that he should cancel the meeting .</p> <p>اقترحت عليه أن يلغي الاجتماع</p> <p>You shouldn't drink alcohol.</p> <p style="text-align: right;">عليك أن لا تشرب الخمر</p> <p><b>Flexible-pace learning:</b> 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.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Differentiated Learning:</b> Allocating different times and opportunity 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</p>	<p><b>Level 1 Recall</b></p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p><b>Level 3 Strategic reasoning</b></p> <p>Level 4 Extended critical thinking and reasoning</p>

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

	<p>I.3.2.LI.2</p> <p><b>Provide the denotative meanings of English words, phrases, and sentences in an Arabic text.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Collaborative Learning:</b> 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 one language and their equivalents are provided in the other language.</p> <p>You should try that new restaurant.</p> <p style="text-align: right;">عليك أن تجرب ذلك المطعم الجديد</p> <p>I suggested that he should cancel the meeting .</p> <p style="text-align: right;">اقترحت عليه أن يلغي الاجتماع</p> <p>You shouldn't drink alcohol .</p> <p style="text-align: right;">عليك أن لا تشرب الخمر</p> <p><b>Flexible-pace learning:</b> 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.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Differentiated Learning:</b> Allocating different times and opportunity 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.</p>	<p>I.3.2.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
--	---	---

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

	<p>I.3.2.LI.3</p> <p><b>Provide the connotative meanings of Arabic words, phrases, and sentences in an English text.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Collaborative Learning:</b> 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 one language and their equivalents are provided in the other language.</p> <p>You should try that new restaurant .</p> <p style="text-align: right;">عليك أن تجرب ذلك المطعم الجديد</p> <p>I suggested that he should cancel the meeting .</p> <p style="text-align: right;">اقترحت عليه أن يلغي الاجتماع</p> <p>You shouldn't drink alcohol .</p> <p style="text-align: right;">عليك أن لا تشرب الخمر</p> <p><b>Flexible-pace learning:</b> 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.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Differentiated Learning:</b> Allocating different times and opportunity 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.</p>	<p>I.3.2.AS.3</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
--	--	---

	<p><b>Learning Stations:</b> Create learning stations/groupings based on visual, auditory, reading/writing and kinaesthetic learning. This requires that individual learners are supported with their different learning styles, where audio-visual, subtitles are incorporated in speaking exercises to cater for the various learning styles.</p>	
	1.3.2.LI.4	1.3.2.AS.4
	<p><b>Provide the connotative meanings of English words, phrases, and sentences in an Arabic text.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Collaborative Learning:</b> 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 one language and their equivalents are provided in the other language.</p> <p>You should try that new restaurant .  عليك أن تجرب ذلك المطعم الجديد</p> <p>I suggested that he should cancel the meeting .  اقترحت عليه أن يلغي الاجتماع</p> <p>You shouldn't drink alcohol .  عليك أن لا تشرب الخمر</p> <p><b>Flexible-pace learning:</b> 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.</p> <p><b>Collaborative learning:</b> 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.</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	<p><b>Differentiated Learning:</b> Allocating different times and opportunity 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.</p> <p><b>Learning Stations:</b> Create learning stations/groupings based on visual, auditory, reading/writing and kinaesthetic learning. This requires that individual learners are supported with their different learning styles, where audio-visual, subtitles are incorporated in speaking exercises to cater for the various learning styles.</p>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio Materials.</li> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 3 READING**  
**Sub-Strand 3 GRAMMAR**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.3.3.LO.1</p> <p>Identify Parts of Speech in Arabic, their key features, and functions.</p>	<p><b>Communication:</b> 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, which affects their ability to communicate and exposes their poor attention to detail. So, good communication skills and good grammar are assets to foster.</p> <p><b>Critical thinking and Problem solving:</b> 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, learners are developing their critical thinking skills.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage</p>



		<p>inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	--

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
I.3.3.CS.1	I.3.3LI.1	I.3.3.AS.1
<p>Reading Good Arabic: Grammar Unit: Demonstrate knowledge and understanding of parts of speech and their grammatical functions</p>	<p><b>Identify nouns, verbs and particles and state their identifiable features.</b></p> <p><b>Project-Based, Research-Based Learning.</b> The learners are asked to extract from a passage nominal sentences, which explains that the Nominal sentence is used to show interest in the subject that experiences an action rather than the action itself. In other words, the most important thing or person becomes the focus of the sentence.</p> <p style="text-align: right;">● أجزاء الكلام ● علامات الاسم والفعل والحرف ● أقسام الاسم وما يتعلق به ● أقسام الفعل وما يتعلق به المعرب والمبني وأحوال كل منهما</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p> <p><b>Valuing Diversity/Global Citizenship:</b> While the curriculum communicates learning through academic and standard Arabic patterns; incorporating dialectal expressions of Arabic will express a global perspective explicitly valuing diversity.</p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
	<p>I.3.3LI.2</p> <p><b>State the grammatical functions of nouns, verbs, and particles in a given sentence</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The learners are asked to extract from a passage verbal sentences, which explains that the verbal sentence is used to show interest in the action rather than the subject that experiences the action. In other words, the most important thing becomes the action represented by the verb rather the subject who experiences the action.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory,</p>	<p>I.3.3.AS.2</p> <p><b>Level 1 Recall:</b> <b>Level 2 Skills of conceptual understanding:</b> <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:</p>

	<p>and kinesthetics learning, are supported with their different learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</p> <p><b>Valuing Diversity/Global Citizenship:</b> While the curriculum communicates learning through academic and standard Arabic patterns; incorporating dialectal expressions of Arabic will express a global perspective explicitly valuing diversity.</p> <p><b>Collaborative learning:</b> Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities. Facilitating group work is excellent for empowering learners who are shy to participate more in class.</p>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio Materials.</li> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 3 READING**  
**Sub-Strand 4 CRITICAL READING**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
I.3.4.LO.1		
Explain the general characteristics of Arabic literature and its historical development	<b>Critical thinking and Problem solving:</b> 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 in order to make informed judgments and decisions.	<b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:
I.3.4.LO.2		
Explain the artistic and literary devices employed in literary works and their effects	<b>Communication:</b> Learners will be taken through reading processes, models, questions, that will enhance clarity and comprehension. Learners examine the logical consistency, tone, organisation, and a number of other very important literary features of the text. Communication takes place if the message is understood as intended by the writer.	<ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage</p>

		<p>inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	--

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
<p>I.3.4.CS.I</p> <p>Demonstrate knowledge and understanding of the introduction of Arabic Literature</p>	<p>I.3.4.LI.I</p> <p><b>Give the general definition of Arabic literature and the factors that influenced its development.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The teacher prepares 3 reading groups and elicits from each their prior knowledge about the topic. The correct responses are recorded and shared to the class. Groups are then asked to explain in class exercises the following from the reading text. Opportunities are given to each member of all groups to participate so that weak ones are mentored.</p> <ul style="list-style-type: none"> <li>● تعريف الأدب لغة واصطلاحاً</li> <li>● العصور الأدبية</li> <li>● الغرض من دراسة الأدب.</li> <li>● أركان الأدب</li> <li>● أنواع الأدب</li> </ul> <p><b>Flexible-pace learning:</b> 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.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity 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.</li> </ul> <p><b>Learning Stations:</b> Create learning stations/groupings based on visual, auditory, reading/writing and kinaesthetic learning. This requires that individual learners are supported with their different learning styles, where audio-visual, subtitles are incorporated in speaking exercises to cater for the various learning styles.</p>	<p>I.3.4.AS.I</p> <p><b>Level 1 Recall</b></p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p>Level 3 Strategic reasoning</p> <p><b>Level 4 Extended critical thinking and reasoning</b></p>

	<p>I.3.4.LI.2</p> <p><b>Identify the various types of Arabic literature and their literary functions.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The teacher prepares 3 reading groups and elicits from each their prior knowledge about the topic. The correct responses are recorded and shared to the class. Groups are then asked to explain in class exercises the following from the reading text. Opportunities are given to each member of all groups to participate so that weak ones are mentored.</p> <ul style="list-style-type: none"> <li>● تعريف الأدب لغة واصطلاحاً</li> <li>● العصور الأدبية</li> <li>● الغرض من دراسة الأدب.</li> <li>● أركان الأدب</li> <li>● أنواع الأدب</li> </ul> <p><b>Flexible-pace learning:</b> 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.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity 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.</li> </ul> <p><b>Learning Stations:</b> Create learning stations/groupings based on visual, auditory, reading/writing and kinaesthetic learning. This requires that individual learners are supported with their different learning styles, where audio-visual, subtitles are incorporated in speaking exercises to cater for the various learning styles.</p>	<p>I.3.4.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>
--	---	---

	<p>I.3.4.LI.3</p> <p><b>Identify the social and cultural elements in a given text (prose).</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The teacher prepares 3 reading groups and elicits from each their prior knowledge about the topic. The correct responses are recorded and shared to the class. Groups are then asked to explain in class exercises the following from the reading text. Opportunities are given to each member of all groups to participate so that weak ones are mentored.</p> <p style="text-align: center;"> <ul style="list-style-type: none"> <li>● زكريا حسين وقصص خط الاستواء</li> <li>● كمال الدين بالغون وقصة رحلة البحث عن الإنسان.</li> <li>● مصطفى لطفي المنفلوطي وقصته اليتيم والحجاب</li> </ul> </p> <p><b>Flexible-pace learning:</b> 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.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity 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.</li> </ul> <p><b>Learning Stations:</b> Create learning stations/groupings based on visual, auditory, reading/writing and kinaesthetic learning. This requires that individual learners are supported with their different learning styles, where audio-visual, subtitles are incorporated in speaking exercises to cater for the various learning styles.</p> <p>I.3.4.LI.4</p>	<p>I.3.4.AS.3</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b></p> <p>I.3.4.AS.4</p>
--	--	--



	<p><b>Identify the social and cultural elements in selected lines of poetry.</b></p> <p><b>Project Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> Work in small groups to analyse poetic pieces and present their analyses for peer review, focusing on the social and cultural elements.</p> <p><b>Flexible-pace learning:</b> 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.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity 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.</li> </ul> <p><b>Learning Stations:</b> Create learning stations/groupings based on visual, auditory, reading/writing and kinaesthetic learning. This requires that individual learners are supported with their different learning styles, where audio-visual, subtitles are incorporated in speaking exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>	
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio Materials.</li> <li>● Audio-visual materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive materials.</li> </ul>

**Subject ARABIC**  
**Strand 4 WRITING**  
**Sub-Strand I ARABIC ORTHOGRAPHY**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.4.1.LO.1</p> <p>Apply the spelling rules in writing words whose letters appear in Arabic text but lose their audio manifestation (i.e., they are not sounded).</p>	<p><b>Communication:</b> Learners will understand the implication of misspelling and writing errors in communication. They will know that breaking writing rules can result in messages being unclear, which affects their ability to communicate and exposes their poor attention to detail. Therefore, good communication skills and complying with writing rules are assets to foster.</p> <p><b>Innovation and creativity:</b> Using letters of the alphabet is not only to communicate thoughts and ideas, but it is also used as an art of giving form to these letters in an expressive, harmonious, and skilful manner. Learners will use basic techniques to create beautiful lettering and develop the art of creative and decorative handwriting.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the Social Emotional Learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
I.4.1.CS.1	I.4.1.LI.1	I.4.1.AS.1
<p>Demonstrate understanding and knowledge of the orthography of Arabic and the exceptions to the conventional spelling system.</p>	<p><b>Compose an essay using words some of whose letters lose their audio manifestation, as well as those some of whose letters are pronounced and yet do not have textual representations. Use 10 of such for each of the two categories</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Drills and Practice:</b> Learners are taken through the reading and writing rules on words whose letters appear in Arabic text but lose their audio manifestation (i.e., they are not sounded). Learners are then asked to state the rules that explain the condition under which a selected letter remains silent.</p> <p>-الألفُ بَعْدَ وَاوِ الجَمَاعَةِ نحو: قَالُوا، لَمْ يَقُولُوا، فَوَلُوا. مِائَةٌ» - الألفُ في كلمة -الألف في كلمة) أنا (، لَكِنَّهَا تَقْرَأُ عِنْدَ الْوَقْفِ فِي تِلَاوَةِ الْقُرْآنِ الْكَرِيمِ. - الواو في أولئك، أولو، أولات. - الواو في «عمرو» وتُحَدَفُ هذه الواو إذا كان هذا الاسم مَنصُوباً مُنَوَّنًا، نحو: رَأَيْتُ عَمْرًا -</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Learning Station:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	I.4.1.LI.2	I.4.1.AS.2
	<p><b>List letters whose sounds are pronounced and yet do not have textual representations, with examples.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Drills and Practice:</b></p> <ul style="list-style-type: none"> <li>• Learners are taken through the reading and writing rules on letters whose sounds are pronounced and yet do not have textual representations,</li> <li>• Learners are then asked to state the rules that explain the condition under which a selected</li> </ul>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>sound is pronounced without a written symbol:  وفي كلمة إله، السَّمَوَاتِ، أُولَئِكَ، إِسْحَقَ، ، الرَّحْمَنُ « .اللهِ « الألفُ في لفظ الجلالة  الألفُ الذي يأتي بَعْدَ هَاءِ التَّنْبِيهِ مِثْلَ: هَذَا، هَذِهِ، هُوَ لَاءٌ، هَكَذَا، هَا أَنَا ذَا  ذَلِكَ « . الألف في  “اللَّامِ فِي “ الَّذِي، الَّذِينَ، الَّتِي بِالْأَفِ “ اللَّذَانِ، اللَّتَانِ، اللَّاتِ، اللَّوَاتِ</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio Materials.</li> <li>● Audio-visual materials.</li> <li>● Interactive materials.</li> </ul>

**Subject ARABIC**  
**Strand 4 WRITING**  
**Sub-Strand 2 COMPOSITION**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
I.4.2.LO.1  Develop a writing style in a simple composition of formal/informal essays.	<b>Communication:</b> <ul style="list-style-type: none"> <li>● Written communication is a crucial skill for learners in this modern information age.</li> <li>● Writing methods, styles and diction are essential ingredients for effective communication.</li> <li>● This exercise will allow learners to acquire the skill of effective</li> </ul>	<b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:

	<p>communication which will make their ideas and perspectives clearer to readers.</p> <p><b>Innovation and creativity:</b> Planning and putting together all the necessary ingredients to compose an essay will definitely equip learners with creative prowess and dexterity, besides prolific writing.</p> <p><b>Critical thinking and Problem solving:</b> 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.</p>	<ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice practise inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> </ul>
I.4.2.LO.2		
<p>Give the denotative meanings of words in a text from Arabic to English or vice versa.</p>	<p><b>Communication:</b> Successful communication requires appropriate language use. With appropriate scenario 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 denotative and connotative meanings of words, phrases, and sentences in a text from Arabic to English or vice versa.</p> <p><b>Global Citizenship:</b> Learners become conscious of current local and global issues and relate well with people from different cultures by acquiring global citizenship and displaying leadership skills through translation of different languages and interpretation of diverse cultures.</p>	
I.4.2.LO.3		
<p>Give the connotative meanings of words in a text from Arabic to English or vice versa.</p>		

		<ul style="list-style-type: none"><li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li><li>● Showing empathy and cooperation as they work in mixed-ability groups.</li></ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.</p>
--	--	--



Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
I.4.2.CS.1	I.4.2.LI.1	I.4.2 AS.1
<p>Demonstrate knowledge and application of writing methods using special styles, diction, and appropriate registers in compositions.</p>	<p><b>Write a simple composition by planning, drafting, editing, and revising your draft, using formal and informal expressions.</b></p> <p><b>Project-Based, Research-Based Learning:</b></p> <ul style="list-style-type: none"> <li>● Learners are guided to select a writing style upon which to focus by starting with a simple mode, such as narrative writing and short description essays.</li> <li>● Learners are then taken through the writing process and planning, beginning with brainstorming and organisation.</li> <li>● Learners are then assisted in transferring information from planning sheets to the essay itself through drafting, expanding their notes into paragraphs, to produce a complete written work</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Differentiated Learning:</b> Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>Level 1 Recall  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>
	I.4.2.LI.2	I.4.2 AS.2
	<p><b>Differentiate between formal and informal texts by identifying vocabularies and expressions peculiar to each.</b></p>	<p>Level 1 Recall:  <b>Level 2 Skills of conceptual</b></p>

	<p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The teacher gives a short presentation on letter writing, features, and formats. Features of an informal letter are:</p> <p>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،  كتابة محتوى الرسالة بطريقة شخصية وودية .  كتابة جملة ختامية مثل "أتطلع لرؤيتك قريباً" أو "أتمنى أن تكون بخير ."  التوقيع، ويكون الخيار للمرسل في اختيار طريقة التوقيع مثل "بالتوفيق" أو "صديقك ... " وغيرها</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>understanding:</b>  Level 3 Strategic reasoning:  <b>Level 4 Extended critical thinking and reasoning:</b></p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials</li> <li>● Arabic dictionary</li> <li>● Flash cards</li> <li>● Audio Materials</li> <li>● Audio-visual materials</li> </ul>	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
<p>I.4.2CS.2</p> <p>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</p>	<p>I.4.2.LI.1</p> <p><b>Write the denotative meanings of Arabic words in an English text</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> Learners engage in interpretation group contest. They are placed in groups to prepare for a contest against each other 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 one language and their equivalents are provided in the other language.</p> <p>You should try that new restaurant.</p> <p style="text-align: right;">عليك أن تجرب ذلك المطعم الجديد</p> <p>I suggested that he should cancel the meeting.</p> <p style="text-align: right;">اقترحت عليه أن يلغي الاجتماع</p> <p>You shouldn't drink alcohol.</p> <p style="text-align: right;">عليك أن لا تشرب الخمر</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory,</p>	<p>I.4.2 AS.1</p> <p>Level 1 Recall</p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p><b>Level 3 Strategic reasoning</b></p> <p>Level 4 Extended critical thinking and reasoning</p>

	and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.	
--	---	--

	<p>I.4.2.LI.2</p> <p><b>Write the denotative meanings of English words in an Arabic text.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> 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 one language and their equivalents are provided in the other language.</p> <p>You should try that new restaurant.</p> <p style="text-align: right;">عليك أن تجرب ذلك المطعم الجديد</p> <p>I suggested that he should cancel the meeting.</p> <p style="text-align: right;">اقترحت عليه أن يلغي الاجتماع</p> <p>You shouldn't drink alcohol.</p> <p style="text-align: right;">عليك أن لا تشرب الخمر</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>I.4.2 AS.2</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
--	--	--

	<p>I.4.2.LI.3</p> <p><b>Write the connotative meanings of Arabic words in an English text.</b></p> <p><b>Project-Based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b> 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 one language and their equivalents are provided in the other language.</p> <p>You should try that new restaurant.</p> <p style="text-align: right;">عليك أن تجرب ذلك المطعم الجديد</p> <p>I suggested that he should cancel the meeting.</p> <p style="text-align: right;">اقترحت عليه أن يلغي الاجتماع</p> <p>You shouldn't drink alcohol.</p> <p style="text-align: right;">عليك أن لا تشرب الخمر</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>I.4.2 AS.3</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
	<p>I.4.2.LI.4</p> <p><b>Write the connotative meanings of English words in an Arabic text.</b></p>	<p>I.4.2 AS.4</p> <p><b>Level 1 Recall:</b></p>

	<p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> 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 one language and their equivalents are provided in the other language.</p> <p>You should try that new restaurant. عليك أن تجرب ذلك المطعم الجديد</p> <p>I suggested that he should cancel the meeting. اقترحت عليه أن يلغي الاجتماع</p> <p>You shouldn't drink alcohol. عليك أن لا تشرب الخمر</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 2 Skills of conceptual understanding:</b> <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• Textbooks and Reading materials.</li> <li>• Arabic dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards.</li> <li>• Audio Materials.</li> <li>• Audio-visual materials.</li> </ul>

**Subject ARABIC**

**Strand 4 WRITING**  
**Sub-Strand 3 CREATIVE WRITING**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
I.4.3.LO.1		
Write a descriptive essay using language in an original and creative way, to convey a memorable image of someone or something.	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Written communication is a crucial skill for learners in this modern information age.</li> <li>• Creative expression has become an easy method of communicating thoughts and experiences.</li> <li>• These exercises will allow learners to acquire creative skills for effective communication which will make their ideas and perspectives clearer to readers.</li> </ul> <p><b>Innovation and creativity:</b> Careful selection of necessary ingredients for the creation of a literary work from imagination will definitely equip learners with creative prowess, dexterity, and prolific writing.</p> <p><b>Critical thinking and Problem solving:</b> 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.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>• Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>• Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>• Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>• Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>• Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated</p>
I.4.3.LO.2		
Give account of a simple real story, adopting famous quotations as a specific theme and using simple literary devices of your choice		



		<p>throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity, The famous Arabic quotations promote the following core values:</p> <p style="text-align: right;">Contentment <b>القناعة</b></p> <p style="text-align: center;">—</p> <p style="text-align: center;">Time Management- <b>إدارة الوقت</b></p> <p style="text-align: center;">Eloquence/Precision <b>البيان والإيجاز</b></p> <p style="text-align: center;">Peaceful Coexistence <b>العيش السلمي مع الغير</b></p>
--	--	--

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
<p>I.4.3.CS.1</p> <p>Demonstrate knowledge and application of strategies of composing straightforward descriptive essay on a range of familiar subjects within your field of interest.</p>	<p>I.4.3.LI.1</p> <p><b>Compose an essay to describe someone close to you with whom you've shared an experience in the past.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The teacher supervises learners to generate ideas for a planned essay, through the following:</p> <ul style="list-style-type: none"> <li>● How does the topic relate to the area you are already familiar with?</li> <li>● What does each key word in the topic mean?</li> <li>● Give the general outline or structure of an essay by writing ten sentences comprising of the following:</li> </ul> <p>The Introduction <span style="float: right;">المقدمة</span></p> <p>The main body <span style="float: right;">المضمون</span></p> <p>The conclusion <span style="float: right;">الخاتمة</span></p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory,</p>	<p>I.4.3.AS.1</p> <p><b>Level 1 Recall</b></p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p>Level 3 Strategic reasoning:</p> <p><b>Level 4 Extended critical thinking and reasoning</b></p>

	and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.	
	I.4.3.LI.2	I.4.3.AS.2
	<p><b>Compose an essay to describe something that has sentimental value for you.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The teacher supervises learners to generate ideas for a planned essay, through the following:</p> <ul style="list-style-type: none"> <li>● How does the topic relate to the area you are already familiar with?</li> <li>● What does each key word in the topic mean?</li> <li>● Give the general outline or structure of an essay by writing ten sentences comprising of the following:</li> </ul> <p>The Introduction</p> <p>The main body</p> <p>The conclusion</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall:</b></p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p>Level 3 Strategic reasoning:</p> <p><b>Level 4 Extended critical thinking and reasoning:</b></p> <p>المقدمة</p> <p>المضمون</p> <p>الخاتمة</p>
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Arabic dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>● Multimedia.</li> <li>● Flash cards.</li> </ul>
		<ul style="list-style-type: none"> <li>● Audio Materials.</li> <li>● Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
<p>I.4.3CS.2</p> <p>Demonstrate knowledge and creativity in adopting famous quotations as a specific theme to recount real stories using simple narrative style.</p>	<p>I.4.3.LI.1</p> <p><b>Write about a real event using one of the famous quotes as the theme, employing simple literary devices like Simile.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Collaborative Learning</b></p> <p><b>Exemplars:</b> Learners are put into working groups, each group tasked to plan and gather necessary vocabulary to compose an essay based on any of the following quotations, with simple developed characterization and plot:</p> <p style="text-align: right;">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</p>	<p>I.4.3.AS.1</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b></p>
	<p>I.4.3.LI.2</p> <p><b>Write an account of a real event in not less than 20 lines with one of the famous quotes as the theme, using metaphor, and imagery.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities, Collaborative Learning</b></p> <p>Learners are put in working groups, each group tasked to plan, gather necessary vocabulary to compose an essay based on any of the following quotations, with simple developed characterization and plot:</p> <p style="text-align: right;">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-</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension</p>	<p>I.4.3.AS.2</p> <p><b>Level 1 Recall:</b> <b>Level 2 Skills of conceptual understanding:</b> Level 3 Strategic reasoning: <b>Level 4 Extended critical thinking and reasoning:</b></p>

	<p>tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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.</p> <p>Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>		
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Arabic dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>● Multimedia.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio Materials.</li> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 4 WRITING**  
**Sub-Strand 4 GRAMMAR**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.4.4.LO.1</p> <p>Identify the types of sentences in reading texts of varied sentence structures showing the grammatical functions of each component.</p>	<p><b>Communication:</b> 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, which affects their ability to communicate and exposes their poor attention to detail. Therefore, good communication skills and good grammar are assets to foster.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> </ul>

		<ul style="list-style-type: none"> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion</p>
--	--	---

		responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,
--	--	---



Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
<p>I.4.4.CS.I</p> <p>Demonstrate knowledge of types of sentences and their components: the Subject and Predicate (Complement), the Subject and Predicate (Object)</p>	<p>I.4.4.LI.I</p> <p><b>Extract from the passage 10 nominal sentences and identify their two major components with their grammatical functions and the attached declensions.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <p><b>Collaborative Learning:</b></p> <ul style="list-style-type: none"> <li>● Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>● Learners are assigned the task of extracting from a passage focused grammatical elements, under any of the following topics: <ul style="list-style-type: none"> <li>● أجزاء الكلام</li> <li>● علامات الاسم والفعل والحرف</li> <li>● أقسام الاسم وما يتعلق به</li> <li>● أقسام الفعل وما يتعلق به</li> <li>● المعرب والمبني وأحوال كل منهما</li> </ul> </li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>I.4.4.AS.I</p> <p><b>Level 1 Recall:</b></p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>

	I.4.4.LI.2	I.4.4.AS.2
	<b>Extract from the passage 10 verbal sentences and identify their two major components with their grammatical functions and the attached declensions.</b>	<b>Level 1 Recall:</b>
	<p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities.</b></p> <p><b>Research-Based Learning:</b> The learners are asked to extract from a passage verbal sentences, which explains that the verbal sentence is used to show interest in the action rather than the subject that experiences the action. In other words, the most important thing becomes the action represented by the verb rather the subject who experiences the action</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 2 Skills of conceptual understanding:</b></p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>

# YEAR TWO

**Subject ARABIC**  
**Strand I LISTENING**  
**Sub-Strand I PHONOLOGY OF THE ARABIC LANGUAGE**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI <sup>3</sup> , SEL <sup>4</sup> and Shared National Values
2.1.1.LO.1		
Describe the sound pattern of Arabic literary texts, highlighting their musical elements	<p><b>Critical Thinking and problem solving:</b> Exercises in lesson is meant to improve learners’ cognition and problem-solving skills. It involves audio data analysis evaluation thereby challenging their conceptions and current knowledge. Breaking down the sound units and explaining their differences prove the learners’ capability of finding solutions.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul>
2.1.1.LO.2		
Explain the use of figures of sound in Arabic prose, with focus on the alliteration, assonance, and onomatopoeia.	<p><b>Effective Communication:</b> Rhythmic sounds like those of poetry or Quran 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. This indescribable ability to communicate through these sounds might be thought of as the speech of the heart or an open window to one’s soul.</p>	<p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness,</i></p>

<sup>3</sup> Gender Equality and Social Inclusion

<sup>4</sup> Socio-Emotional Learning

		<p><i>Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"><li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li><li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li><li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li><li>● Showing empathy and cooperation as they work in mixed-ability groups.</li></ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.1.1.CS.1	2.1.1.LI.1	2.1.1.AS.1
<p>Demonstrate knowledge and understanding of the key distinctive sound features of spoken words.</p>	<p><b>Identify the auditory similarities and differences of proverbs and Quranic reading</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities, Collaborative Learning, Drills and Practice:</b> Using blended strategy, prepare groups to listen to a playback of Quran recitation, poetry, and rhyming prose, and then each group share its observations and experiences. Individual learners are then made to give an independent personal experience. The speed of the audio source must be moderate, and the words carefully articulated, with short pauses to allow for appreciation of similarities and observe differences.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	<p>2.1.1.LI.2</p> <p><b>Identify distinctive aural differences in features between poetry and rhyming prose.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities, Collaborative Learning, Drills and Practice:</b> Using blended strategy, prepare groups to listen to a playback of Quran recitation, poetry, and rhyming prose, and then each group share their observations and experiences. Individual learners are then made to give an independent personal experience. The speed of the audio source must be moderate, and the words carefully articulated, with short pauses to allow for appreciation of similarities and observe differences.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>2.1.1.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
--	---	---

	<p>2.1.1.LI.3</p> <p><b>Identify the consonantal alliteration in Arabic proverbs/wise sayings.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities, Collaborative Learning, Drills and Practice:</b> With absence of all optics including written texts, prepare learners both individually and in groups to listen and share their listening experiences, then group by group listening for group experiences, and point out repeated sounds and the sequence. The speed of the audio source must be moderated, and the words carefully articulated, with short pauses to allow learners to make their observations. The audio can be repeated a number of times until all learners grasp the import of the exercise.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>2.1.1.AS.3</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
	<p>2.1.1.LI.4</p> <p><b>Identify the vowel assonance in Arabic proverbs/wise sayings</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities, Collaborative Learning, Drills and Practice:</b> With absence of all optics including written texts, prepare learners both individually and in groups to listen and share their listening experiences, then group by group listening for group experiences, and point out repeated sounds and the sequence. The speed of the audio source must be moderated, and the words carefully articulated, with short pauses to allow learners to make their observations. The audio can be repeated a number of times until all</p>	<p>2.1.1.AS.4</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>



	<p>learners grasp the import of the exercise.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Projector.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand I LISTENING**  
**Sub-Strand 2 LISTENING COMPREHENSION AND PARTICIPATION**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.1.2.LO.1</p> <p>Interpret and evaluate expressions regularly encountered in personal dialogues.</p>	<p><b>Communication:</b> Listening Comprehension is part of the communication skills. Learners go through an exercise to receive, understand, interpret, and respond to verbal messages. As a reverse component of speaking, listening then is the interpretation of spoken language and this includes the recognition of discourses of sounds, the understanding of the meaning of individual words or the understanding of the syntax of sentences that may arise in a dialogue or discourse.</p> <p><b>Critical thinking and problem solving:</b> Listening is connected to cognitive learning as it works with the development of memory, attention, vocabulary, grammar, and comprehension monitoring. In order to settle on the possible meanings of unknown words and the general idea of a text, the learner intellectually and skilfully conceptualises, synthesises and analyses information from the audio</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> </ul>
<p>2.1.2.LO.2</p> <p>Interpret and evaluate expressions regularly encountered in media.</p>	<p><b>Communication:</b> Language lesson conducted through TV viewing will make learners be aware of a varied range of vocabulary and fixed sets of context-specific words and phrases, patterns, while it improves their listening comprehension. Learning through audio-visual media, learners absolutely will need to be able to aurally recognize each lexical item when it is pronounced at a natural speed, thereby enhances focus and attention to details.</p> <p><b>Global Citizenship:</b> Audio-visual contents have both reflected and nurtured cultural mores and values. Learners are therefore taught to behave globally as they become conscious of current local and global issues and relate well with people from different cultures by acquiring global citizenship and displaying leadership skills through translation of</p>	<ul style="list-style-type: none"> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout</p>

	<p>different languages and interpretation of diverse cultures.</p>	<p>all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the Social Emotional Learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p> <ul style="list-style-type: none"> <li>● Tolerance</li> <li>● Social Cohesion</li> <li>● Self-confidence</li> </ul>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.1.2.CS.1	2.1.2.LI.1	2.1.2.AS.1
<p>Demonstrate knowledge and understanding of the contextual meanings of words and expressions in personal dialogues. (B1)</p>	<p><b>Interpret key words and expressions that relate directly to the issues of the dialogue</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities, Collaborative Learning, Drills and Practice:</b></p> <ul style="list-style-type: none"> <li>● Learners are informed about the goal or purpose of the interpersonal dialogue. Find out about their prior knowledge and personal experiences with the topic.</li> <li>● Guide them to take notes to help them focus on their listening and comprehension.</li> <li>● Guide them to use clues from the interaction to make a guess of words or ideas they do not understand.</li> <li>● Finally, engage learners in synthesizing what they learned from listening to the two speakers with a focus on key understanding goals, by asking them to respond individually or group to listening comprehension questions in writing and then share their responses through writing, speaking, recording themselves speaking, or a combination of both.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b>  Level 2 Skills of conceptual understanding  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
	2.1.2.LI.2	2.1.2.AS.2
	<p><b>Decode and evaluate key words and expressions that relate directly to the issues of the dialogue.</b></p>	<p><b>Level 1 Recall</b>  Level 2 Skills of conceptual</p>

	<p><b>Project-Based Learning, Think-Pair Share Activities, Collaborative Learning, Drills and Practice:</b></p> <ul style="list-style-type: none"> <li>● Learners are informed about the goal or purpose of the interpersonal dialogue. Find out about their prior knowledge and personal experiences with the topic.</li> <li>● Guide them to take notes to help them focus on their listening and comprehension.</li> <li>● Guide them to use clues from the interaction to make a guess of words or ideas they do not understand.</li> <li>● Finally, engage learners in synthesizing what they learned from listening to the two speakers with a focus on key understanding goals, by asking them to respond individually or group to listening comprehension questions in writing and then share their responses through writing, speaking, recording themselves speaking, or a combination of both.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>understanding  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials</li> <li>● Projector</li> <li>● Audio-visual materials</li> </ul>	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.1.2.CS.2	2.1.2.LI.1	2.1.2.AS.1
<p>Demonstrate knowledge and understanding of the contextual meanings of words and expressions from Media. (BI)</p>	<p><b>Interpret key words and expressions that relate directly to the themes of radio or television series.</b></p> <p><b>Project-Based Learning, Question-Answer Exercises, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>● Right and conducive viewing and listening environment are provided for learners to watch a TV drama or from a recorded audio-visual material.</li> <li>● Learners are guided to take notes to help them focus on their listening and comprehension, using clues to make a guess of words or ideas they do not understand. Question-answer exercises then follow to test comprehension. Answers are presented by each group, which are collated and synthesised and the shared for the class.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b>  Level 2 Skills of conceptual understanding  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
	2.1.2.LI.2	2.1.2.AS.2
	<p><b>Decode and evaluate key words and expressions that relate directly to radio or television series.</b></p> <p><b>Project-Based Learning, Question-Answer Exercises, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>● Right and conducive viewing and listening environment are provided for learners to watch a TV drama or from a recorded audio-visual material.</li> </ul>	<p><b>Level 1 Recall</b>  Level 2 Skills of conceptual understanding  <b>Level 3 Strategic reasoning</b></p>

	<ul style="list-style-type: none"> <li>● Learners are guided to take notes to help them focus on their listening and comprehension, using clues to make a guess of words or ideas they do not understand. Question-answer exercises then follow to test comprehension. Answers are presented by each group, which are collated and synthesised and the shared for the class.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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.</p> <p>Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	Level 4 Extended critical thinking and reasoning
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Projector.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 2 SPEAKING**  
**Sub-Strand I EVERYDAY ORAL COMMUNICATION**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
2.2.1.LO.1		
Describe locations of buildings or facilities by giving directions or routes	<p><b>Effective Communication and Collaboration</b>            Different styles of communication are appropriate in different situations. To have the skill to give locational direction requires wider repertoire of vocabulary, deep subject matter knowledge, speech perception and the effective format to communicate. This lesson is designed to achieve that.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practise inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul>
2.2.1.LO.2		
Apply the rules of constructing clear, detailed description of how to organise a meeting and a function.	<p><b>Effective Communication and Collaboration:</b> Different styles of communication are appropriate in different situations. To have the skill for organisational management requires wider repertoire of vocabulary, deep subject matter knowledge, speech perception and the effective format to communicate. This lesson is designed to achieve that.</p> <p><b>Innovation and Creativity:</b> Organisational skills go with creativity and innovation, where developing new ideas and coming up with new and imaginative ways of achieving results are the target of this exercises. Organising a successful meeting requires learners to follow an orderly process, with expected creative interventions in order to achieve a better result.</p>	<p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p>



		<ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.2.1.CS.1	2.2.1.LI.1	2.2.1.AS.1
<p>Demonstrate knowledge and understanding of appropriate use of expressions in giving directions on how to get from one location to the other. (A2)</p>	<p><b>Describe the position of a building or a facility located in far away or near distances.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities, Collaborative Learning, Drills And Practice, Initiating Talk for Learning:</b></p> <ul style="list-style-type: none"> <li>Learners are prepared for a simulation of a scene of personal interactions. The scene shall comprise individuals asking for directions to a landmark within the community; a mosque, a church, a school, recreation park, a market, a lorry station, bus terminal, a clinic/hospital, police station, municipal assembly.</li> <li>Learners are invited to appear according to their sitting arrangement to engage one another in an interaction, picking from a list the facility, or an institution they need a direction to.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
	2.2.1.LI.2	2.2.1.AS.2
	<p><b>Give directions on how to get to a building or facility from one location to the other.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities, Collaborative Learning, Drills and Practice, Initiating Talk for Learning:</b></p> <ul style="list-style-type: none"> <li>Learners are prepared for a simulation of a scene of personal interactions. The scene shall comprise individuals asking for directions to a landmark within the community; a mosque, a</li> </ul>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b></p>

	<p>church, a school, recreation park, a market, a lorry station, bus terminal, a clinic/hospital, police station or a municipal assembly.</p> <ul style="list-style-type: none"> <li>Learners are invited to appear according to their sitting arrangement to engage one another in an interaction, picking from a list of the facilities above, or an institution they need a direction to.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>		Level 4 Extended critical thinking and reasoning
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>Textbooks and Reading materials for speech drills.</li> <li>Local and Foreign Currencies.</li> <li>Audio-visual materials.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive materials.</li> <li>Drama space.</li> </ul>	<ul style="list-style-type: none"> <li>Acting Costume.</li> <li>Projector.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.2.1.CS.2	2.2.1.LI.1	2.2.1.AS.1
<p>Demonstrate knowledge and application of rules of constructing clear, detailed description of how to carry out a procedure. (B2)</p>	<p><b>Give clear, detailed descriptions of step-by-step preparations for a students' meeting.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities, Role play, Collaborative Learning, Drills and Practice, Initiating Talk for Learning</b></p> <ul style="list-style-type: none"> <li>Teacher introduces the topic and takes learners through procedures of a meeting.</li> <li>Learners are then put in groups and each group is asked to hold a meeting with prescribed meeting agendas, and give a presentation in class.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>
	2.2.1.LI.2	2.2.1.AS.2
	<p><b>Give clear, detailed descriptions of meeting processes and procedures.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities, Role play, Collaborative Learning, Drills and Practice, Initiating Talk for Learning:</b></p> <ul style="list-style-type: none"> <li>Teacher introduces the topic and takes learners through procedures of a meeting.</li> <li>Learners are then put in groups and each group is asked to hold a meeting with prescribed meeting agendas, and give a presentation in class.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>

	<p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>			
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Local and Foreign Currencies.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> <li>● Interactive materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Drama space.</li> <li>● Acting Costume.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.2.1.CS.3	2.2.1.LI.1	2.2.1.AS.1
<p>Demonstrate knowledge and application of techniques in structuring and presenting good arguments in a debate.</p>	<p><b>Describe the type of data you need, either from textbooks, newspapers, magazines, and internet, as fact-based evidence, and unquestionable logic to prove that your point of view is correct.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities, Role play, Collaborative Learning, Drills and Practice, Initiating Talk for Learning:</b> Teacher takes learners through the steps in presenting good arguments in a debate through brainstorming, research, and data collection, drafting, revising, polish the draft, and rehearsal. Learners follow the Learners are then put in groups and are made to compete each other and the best group acknowledged.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.1.2.1LI.2</p> <p><b>Explain your viewpoints and perspective and the opposing viewpoints and criticisms of your claim, and present 3 evidence to refute the opposing arguments.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities, Role play, Collaborative Learning, Drills and Practice, Initiating Talk for Learning:</b> Teacher takes learners through the steps in presenting good arguments in a debate through brainstorming, research, and data collection, drafting, revising, polish the draft, and rehearsal. Learners follow the Learners are then put in groups and are</p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>made to compete each other and the best group acknowledged.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>			
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Local and Foreign Currencies.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> <li>● Interactive materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Drama space.</li> <li>● Acting Costume.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI		Assessment
2.2.1.CS.4	2.2.1.LI.1		2.2.1.AS.1
Demonstrate knowledge and understanding of the construction of clear expression of feelings and reasons to explain those feelings. (BI)	<p><b>Describe real event and personal experience which leaves strong impression in mind</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities:</b> Teacher gives each group in class a list of emotions adjectives to take turns in continuing a story appropriately using as many of the words as they can. For example, one group starts the story with “Musa woke up in a really sad mood” and the next group continues with “Seeing his sister’s moody face just made him feel worse”. The group that wins would be the one that uses appropriate adjectives to describe emotions.</p> <p><b>Physical-Mental Balance:</b> Learners recognise and understand their emotions, make decisions, and maintain good relationships with their peers and others that may have lasting impacts on their mental health, academic achievement, and social skills</p>		Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	<p>2.2.1.LI.2</p> <p><b>Give detailed accounts of personal experiences, describing feelings and reactions.</b></p> <p><b>Project-based learning, inquiry-based, think-pair share activities:</b> Teacher gives each group in class a list of emotions adjectives to take turns in continuing a story appropriately using as many of the words as they can. For example, one group starts the story with “Musa woke up in a really sad mood” and the next group continues with “Seeing his sister’s moody face just made him feel worse”. The winner group would be the one that uses appropriate adjectives to describe emotions.</p> <p><b>Physical-Mental Balance:</b> Learners recognise and understand their emotions, make decisions, and maintain good relationships with their peers and others that may have lasting impacts on their mental health, academic achievement, and social skills.</p>		2.2.1.AS.2 Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Local and Foreign Currencies.</li> <li>● Audio-visual materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive materials.</li> <li>● Drama space.</li> </ul>	<ul style="list-style-type: none"> <li>● Acting Costume.</li> <li>● Projector.</li> </ul>



Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.2.1.CS.5	2.2.1.LI.1	2.2.1.AS.1
<p>Demonstrate knowledge and application of basic translation/interpretation rules and methods involving Arabic and English texts from different fields and varying degrees of difficulty.</p>	<p><b>Give a word-to-word translation of selected Arabic phrases into English</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Translation Game:</b> Teacher gives each group in class a simple English/Arabic texts to take turns in giving word-to-word translation of sentences from the competing group. The use of dictionaries is allowed in this exercise. The group that wins would be the one that appropriately translates the sentences from the other group with the right tenses, gender, and number.</p> <p><b>Metalinguistic Cues:</b> The technique consists of cueing the learners as to the presence of specific items they usually find challenging. The purpose is to scaffold self-monitoring and to sensitise weak learners to mistakes in their output.</p> <p><b>Self-worth and respect:</b> Learners are exposed to varied responses in what they translate. These help them gain greater knowledge of the human psyche and of themselves, because by comparing their lives to those whose languages they translate, they are able to discover pride their own culture, gain respect for others.</p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
	<p>2.2.1.LI.2</p> <p><b>Give a word-to-word translation of selected English phrases into Arabic.</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Translation Game:</b> Teacher gives each group in class a simple English/Arabic texts to take turns in giving word-to-word translation of sentences from the competing group. The use of dictionaries is allowed in this exercise. The group that wins would be the one that appropriately translates the sentences from the other group with the right tenses, gender, and number.</p> <p><b>Metalinguistic Cues:</b> The technique consists of cueing the learners as to the presence of specific items they usually find challenging. The purpose is to scaffold self-monitoring and to sensitise weak learners to mistakes in their output.</p> <p><b>Self-worth and respect:</b> Learners are exposed to varied responses in what they translate. These help them gain greater knowledge of the human psyche and of themselves, because by comparing their</p>	<p>2.2.1.AS.2</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>

	lives to those whose languages they translate, they are able to discover pride in their own culture, gain respect for others.	
--	---	--

<p>2.2.1.LI.3</p> <p><b>Tell the connotative meanings of selected Arabic words, phrases in an English text.</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Translation Game:</b> Teacher gives each group in class a simple English/Arabic texts to take turns in giving word-to-word translation of sentences from the competing group. The use of dictionaries is allowed in this exercise. The group that wins would be the one that appropriately translates the sentences from the other group with the right tenses, gender, and number.</p> <p><b>Metalinguistic Cues:</b> The technique consists of cueing the learners as to the presence of specific items they usually find challenging. The purpose is to scaffold self-monitoring and to sensitise weak learners to mistakes in their output.</p> <p><b>Self-worth and respect:</b> Learners are exposed to varied responses in what they translate. These help them gain greater knowledge of the human psyche and of themselves, because by comparing their lives to those whose languages they translate, they are able to discover pride their own culture, gain respect for others.</p>	<p>2.2.1.AS.3</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
<p>2.2.1.LI.4</p> <p><b>Tell the connotative meanings of selected English words, phrases in an Arabic text.</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Translation Game:</b> Teacher gives each group in class a simple English/Arabic texts to take turns in giving word-to-word translation of sentences from the competing group. The use of dictionaries is allowed in this exercise. The group that wins would be the one that appropriately translates the sentences from the other group with the right tenses, gender, and number.</p> <p><b>Metalinguistic Cues:</b> The technique consists of cueing the learners as to the presence of specific items they usually find challenging. The purpose is to scaffold self-monitoring and to sensitise weak learners to mistakes in their output.</p> <p><b>Self-worth and respect:</b> Learners are exposed to varied responses in what they translate. These help them gain greater knowledge of the human psyche and of themselves, because by comparing their lives to those whose languages they translate, they are able to discover pride their own culture, gain respect for others.</p>	<p>2.2.1.AS.4</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>

<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Local and Foreign Currencies.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> <li>● Interactive materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Drama space.</li> <li>● Acting Costume.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> </ul>
--	---	---	---	--

**Subject ARABIC**  
**Strand 2 SPEAKING**  
**Sub-Strand 2 ORACY AND AESTHETICS**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
2.2.2.LO.1		
<p>Recount a simplified version of an African story from a prescribed literature book.</p>	<p><b>Innovation and creativity:</b> Planning and putting together all the necessary ingredients to create a story within a short time will definitely equip learners with creative prowess and dexterity, besides ability to view available materials in new ways or from a different perspective and generate from them new possibilities or new alternatives.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p>
2.2.2.LO.2		
<p>Adapt a short story from a prescribed literature book using your own words and literary devices.</p>	<p><b>Collaboration:</b> Contribution from each learner to put together a literary piece recognises individual’s skill and talent. This recognition encourages teamwork and cross-fertilisation. The opportunity to work in the same environment and platform promotes understanding and respect for all perspectives, and individual contributions which can only manifest through group project work and presentations.</p>	<ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul>
2.2.2.LO.3		
<p>Compose a simplified line of poetry of your own, using a modelled structure and theme.</p>	<p><b>Innovation and creativity:</b> Planning and putting together all the necessary materials to create a simple poem would require constant practice and repeated exercises. This exercise will equip learners with the necessary skills and creativity to compose poem of their own. Learners will be required to view available materials in new ways or from a different perspective and generate from them new possibilities or new alternatives.</p> <p><b>Collaboration:</b> Contribution from each learner to put together a literary piece recognises individual’s skill and talent. This recognition encourages teamwork and cross-fertilisation. The opportunity to work in the same environment and platform promotes understanding and respect for all perspectives, and individual contributions which can only manifest through group project work and</p>	<p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

	<p>presentations.</p>	<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	-----------------------	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.2.2.CS.I	2.2.2.LI.I	2.2.2.AS.I
<p>Demonstrate knowledge and creativity in recounting known African stories in Arabic, applying common artistic and literary devices</p>	<p><b>Give summaries of the short stories from the following book, using words from the book:</b> الخط الاستواء.</p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Storytelling Contest:</b> Learners are put in groups and each group is encouraged to summarise a selected story from a prescribed story book in their own words, using the following format:</p> <ul style="list-style-type: none"> <li>● An introductory sentence – Opening scene.</li> <li>● Learners’ own words.</li> <li>● The main ideas of the story.</li> <li>● The character and the events</li> <li>● The conclusion – the closing scene.</li> </ul> <p>Each group is then invited after an allocated time to make an oral presentation without reading a script, with the record of the contribution of each member to the project.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>2.2.2.LI.2</p> <p><b>Give a summary of any of the short stories from the following book, using the author's words:</b></p> <p style="text-align: right;">رحلة البحث عن الإنسان</p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Storytelling Contest:</b> Learners are put in groups and each group is encouraged to summarise a selected story from a prescribed story book in their own words, using the following format:</p> <ul style="list-style-type: none"> <li>● An introductory sentence – Opening scene</li> <li>● Learners' own words</li> <li>● The main ideas of the story</li> <li>● The character and the events</li> <li>● The conclusion – the closing scene</li> </ul> <p>Each group is then invited after an allocated time to make an oral presentation without reading a script, with the record of the contribution of each member to the project.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>2.2.2.AS.2</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Audio materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>



Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.2.2.CS.2	2.2.2.LI.1	2.2.2.AS.1
<p>Demonstrate knowledge and creativity in storytelling, using simple narrative structure.</p>	<p><b>Adopt the plot of a story from the book (الخط الاستواء), create your character and few simple events, using scenes from your environment</b></p> <p style="text-align: right;">للخط الاستواء</p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Creative Exercises:</b> The teacher introduces the art of narration and takes learners through the processes of putting together a simple narrative fiction through strong written visuals with an emotional impact. Each group is then asked to prepare a draft of their story and make an oral presentation in class, reading from a script, with the record of the contribution of each member to the project.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.2.2.LI.2</p> <p><b>Adapt any of stories from the following book, create your character and few simple events, using common literary elements.</b></p> <p style="text-align: right;">رحلة البحث عن الإنسان</p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Creative Exercises:</b></p> <ul style="list-style-type: none"> <li>The teacher introduces the art of narration and takes learners through the processes of putting together a simple narrative fiction through strong written visuals with an emotional impact.</li> </ul>	<p>2.2.2.AS.2</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<ul style="list-style-type: none"> <li>● Each group is then asked to prepare a draft of their story and make an oral presentation in class, reading from a script, with the record of the contribution of each member to the project.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Audio materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.2.2.CS.3	2.2.2.LI.1	2.2.2.AS.1
<p>Demonstrate knowledge and creativity in composing simple lines of poetry, using sampled structure</p>	<p><b>Recite a simple modern poem of 10 lines from the following poem, at a reasonable speed.</b></p> <p style="text-align: center;">حافظ إبراهيم - اللغة العربية، وتربية النساء</p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities:</b> The teacher introduces poetry composition and takes learners through the processes of putting together a few lines of poetry through strong listeners' minds' eyes with imagery and concrete words that appeal to the senses, using the following instructions:</p> <ul style="list-style-type: none"> <li>● Consolidate your knowledge of what a poem is.</li> <li>● Understand your purpose</li> <li>● Choose a subject, like an emotion, such as love or fear; about a person, real or fictional; about a place, real or fictional, about a feeling, like acceptance or rejection, about an abstract thing like time, patience.</li> <li>● Brainstorm</li> <li>● Choose a poem format</li> <li>● Write one line</li> <li>● Edit your poem</li> </ul> <p>Each group is then required to prepare a draft of their poem and make a group recitation in class, reading from a script, with rhyming sound but little attention to the poetic meter.</p>	<p><b>Level 1 Recall</b> Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
	<p>2.2.2.LI.2</p> <p><b>Recite a simple poem of 10 lines of your own creation, at normal and reasonable speed</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities:</b> The teacher introduces poetry composition and takes learners through the processes of putting together a few lines of poetry through strong listeners' minds' eyes with imagery and concrete words that appeal to the senses, using the following instructions:</p> <ul style="list-style-type: none"> <li>● Consolidate your knowledge of what a poem is.</li> <li>● Understand your purpose</li> <li>● Choose a Subject, like an emotion, such as love or fear; about a person, real or fictional; about a</li> </ul>	<p>2.2.2.AS.2</p> <p><b>Level 1 Recall</b> Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>

	<p>place, real or fictional, about a feeling, like acceptance or rejection, about an abstract things like time, patience.</p> <ul style="list-style-type: none"> <li>● Brainstorm</li> <li>● Choose a poem format</li> <li>● Write one line</li> <li>● Edit your poem</li> </ul> <p>Each group is then required to prepare a draft of their poem and make a group recitation in class, reading from a script, with rhyming sound but little attention to the poetic meter.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Audio materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 2 SPEAKING**  
**Sub-Strand 3 GRAMMAR**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.3.LO.1</p> <p>Analyse the grammatical functions of the various components of the syntactic structure of Arabic Nominal or Verbal Sentence.</p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>● Grammar is the structural foundation of what a speaker wants to communicate and what he/she really means. Grammar fosters precision, detect ambiguity, and exploit the richness of expression available in Arabic.</li> <li>● 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, which affects their ability to communicate and exposes their poor attention to detail. Therefore, good communication skills and good grammar are skills to nurture.</li> </ul> <p><b>Critical thinking and Problem solving:</b> Grammar, the organisational principles of Arabic Language, is the result of critical thinking. Therefore, 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 exercise learners will be developing their critical thinking skills.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	--

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
<p>2.2.3.CS.I</p> <p>Speaking Good Arabic: Grammar Unit:</p> <p>Demonstrate knowledge and understanding of types of sentences and the grammatical functions of their extended components.</p>	<p>2.2.3.LI.I</p> <p><b>Analyse the grammatical functions of the various components of the Arabic Nominal Sentence.</b></p> <p><b>Project-Based Learning, Enquiry Project-Activities, Group Discussions, Think-Pair Square Activities Group Activities:</b></p> <p>Learners play an elimination game where a group is eliminated if it fails to identify a noun/verb and its grammatical function from the statements of other groups, from the following:</p> <ul style="list-style-type: none"> <li>● أنواع الجملة (الاسمية والفعلية)</li> <li>● مرفوعات الأسماء، (المبتدأ والخبر، و الفاعل ونائبه)</li> <li>● مرفوعات الأسماء، ( اسم كان وأخواتها)</li> <li>● مرفوعات الأسماء (خبر إن وأخواتها)</li> <li>● منصوبات الأسماء (خبر كان وأخواتها)</li> <li>● منصوبات الأسماء (اسم إن وأخواتها)</li> </ul> <p>The statements can be taken from the reading material or outside it. A group that succeeds in giving the right answer invites whichever group it wishes to do grammatical analysis of any of the units from any sentence. Grammar is incorporated in the reading passage, and the grammatical rules extracted from the sentences of the passage.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p>2.2.3.AS.I</p> <p><b>Level 1 Recall</b></p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p><b>Level 3 Strategic reasoning</b></p> <p>Level 4 Extended critical thinking and reasoning</p>

	<p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	
--	--	--



	<p>2.2.3.LI.2</p> <p><b>Analyse the grammatical functions of the various components of the syntactic structure of Arabic Verbal Sentence.</b></p> <p><b>Project-Based Learning, Enquiry Project-Activities, Group Discussions, Think-Pair Square Activities Group Activities:</b></p> <p>Learners play an elimination game where a group is eliminated if it fails to identify a noun/verb and its grammatical function from the statements of other groups, from the following:</p> <ul style="list-style-type: none"> <li>● أنواع الجملة (الاسمية والفعلية)</li> <li>● مرفوعات الأسماء، (المبتدأ والخبر، و الفاعل ونائبه)</li> <li>● مرفوعات الأسماء، ( اسم كان وأخواتها)</li> <li>● مرفوعات الأسماء (خبر إن وأخواتها)</li> <li>● منصوبات الأسماء (خبر كان وأخواتها)</li> <li>● منصوبات الأسماء (اسم إن وأخواتها)</li> </ul> <p>The statements can be taken from the reading material or outside it. A group that succeeds in giving the right answer invites whichever group it wishes to do grammatical analysis of any of the units from any sentence. Grammar is incorporated in the reading passage, and the grammatical rules extracted from the sentences of the passage.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>2.2.3.AS.2</p> <p><b>Level 1 Recall:</b></p> <p><b>Level 2 Skills of conceptual understanding:</b></p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>
--	--	---

<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"><li>• Textbooks and Reading materials for speech drills.</li><li>• Cardboards.</li></ul>	<ul style="list-style-type: none"><li>• Audio-visual materials.</li></ul>
--	--	---

**Subject ARABIC**  
**Strand 3 READING**  
**Sub-Strand I PHONOLOGICAL AWARENESS / ORAL READING FLUENCY**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.1.LO.1</p> <p>Apply reading rules of classical poetry with precision and at a reasonable speed.</p>	<p><b>Communication:</b> Reading aloud and having the feel of the rhythmic sound of your voice enhances social-emotional connection and empathy. The exercise does not only increase learners’ attention span but makes information easier to remember and increases vocabulary development which are vital for communication skills.</p> <p><b>Critical Thinking and problem solving:</b> The cursive writing, ligaturing, diacritic vowelization, and the root-pattern morpho-orthographic structure of the written Arabic present reading challenges to non-native learners of Arabic language. Therefore, surmounting the challenges of visual characteristics of Arabic orthography on speed and accuracy of reading will require cognitive and psycholinguistic abilities which involves critical thinking. This exercise seeks to develop that psycholinguistic abilities and critical thinking.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practise inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence,</p>

		discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.
2.3.1.LO.2		
Apply reading rules of classical prose with precision and at a reasonable speed.	<p><b>Communication:</b> Reading aloud and having the feel of the rhythmic sound of your voice enhances social-emotional connection and empathy. The exercise does not only increase learners' attention span but makes information easier to remember and increases vocabulary development which are vital for communication skills.</p> <p><b>Critical Thinking and problem solving:</b> The cursive writing, ligaturing, diacritic vowelisation, and the root-pattern morpho-orthographic structure of the written Arabic present reading challenges to non-native learners of Arabic language. Therefore, surmounting the challenges of visual characteristics of Arabic orthography on speed and accuracy of reading will require cognitive and psycholinguistic abilities which involves critical thinking. This exercise seeks to develop that psycholinguistic abilities and critical thinking.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners</p>
2.3.1.LO.3		
Apply reading rules of modern poetry with precision and at a reasonable speed.	<p><b>Communication:</b> Reading aloud and having the feel of the rhythmic sound of your voice enhances social-emotional connection and empathy. The exercise does not only increase learners' attention span but makes information easier to remember and increases vocabulary development which are vital for communication skills.</p> <p><b>Critical Thinking and problem solving:</b> The written form of the Arabic language has many distinctive orthographic features. These include cursive writing, ligaturing, diacritic vowelisation, and the root-pattern morpho-orthographic structure of the written word. These features present reading challenges to non-native learners of Arabic language. Therefore, surmounting the challenges of visual characteristics of Arabic orthography on speed and</p>	
2.3.1.LO.4		
Apply reading rules of modern prose with precision and at a reasonable speed.		

	<p>accuracy of reading will require cognitive and psycholinguistic abilities which involves critical thinking. This exercise seeks to develop that psycholinguistic abilities and critical thinking.</p>	<p>are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.3.1.CS.1	2.3.1.L1.1	2.3.1.AS.1
<p>Demonstrate understanding and application of reading rules of classical literature at a reasonable speed and precision.</p>	<p><b>Read texts of semi-vowelized nature consisting of complex combination of metric lines, verses, patterns, and rhythm, slowly, and at gradually increasing speed</b></p> <p><b>Project-Based Learning, Enquiry Project-Activities, Group Discussions, Think-Pair Square Activities Group Activities:</b></p> <ul style="list-style-type: none"> <li>The teacher prepares learners in groups. Each group picks a text from the following classical poets: <ul style="list-style-type: none"> <li>● زهير بن أبي سلمى وأبياته الحكيمية</li> <li>● تماضر الخنساء وقصيدتها: صخر الندى وذكر الدائم.</li> <li>● الشنفرى ولأميته</li> </ul> </li> <li>The group reads a line of a poem and calls any group of its choice to read the following line. The invited group can pick any of its members to read. The group then also pick any group to read the following line, like that until the entire poem is read</li> <li>A member from any group has only one reading slot until every member in the group has taken his/her turn. After each round this exercise is repeated with gradual increase of reading speed.</li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>
	2.3.1.L1.2	2.3.1.AS.2
	<p><b>Read texts of semi-vowelized nature consisting of free-flowing sentences, paragraphs, and chapters, slowly, and at gradually increased speed</b></p>	<p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual</b></p>

	<p><b>Active Learning, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>● The teacher prepares learners in groups. Each group picks a text from the following classical Arabic prose: <ul style="list-style-type: none"> <li>● أكتّم بن الصيفي وخطبته</li> <li>● خطبة حجة الوداع</li> <li>● علي بن أبي طالب وخطبته</li> </ul> </li> <li>● The group reads a paragraph and calls any group of its choice to read the following paragraph. The invited group can pick any of its members to read. The group then also pick any group to read the following paragraph, like that until the entire poem is read</li> <li>● A member from any group has only one reading slot until every member in the group has taken his/her turn. After each round this exercise is repeated with gradual increase of reading speed.</li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p><b>understanding:</b> Level 3 Strategic reasoning: Level 4 Extended critical thinking and reasoning:</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
<p>2.3.1.CS.2</p> <p>Demonstrate understanding and application of reading rules of modern poetry at a reasonable speed and with clarity and precision.</p>	<p>2.3.1.L1.1</p> <p><b>Read texts of semi-vowelized nature consisting of complex combination of long words slowly, and at gradually increased speed</b></p> <p><b>Project-Based Learning, Enquiry Project-Activities, Group Discussions, Think-Pair Square Activities Group Activities:</b></p> <ul style="list-style-type: none"> <li>The teacher prepares learners in groups. Each group picks a text from the following Modern Arabic poets: <ul style="list-style-type: none"> <li>• عبد الله بن الفودي وقصيدته رسالة الناصح.</li> <li>• عيسى ألبى أبوبكر وقصيدته آفة العصر.</li> <li>• حافظ إبراهيم وقصيدته اللغة العربية، وتربية النساء.</li> </ul> </li> <li>The group reads a line of a poem and calls any group of its choice to read the following line. The invited group can pick any of its members to read. The group then also pick any group to read the following line, like that until the entire poem is read</li> <li>A member from any group has only one reading slot until every member in the group has taken his/her turn. After each round this exercise is repeated with gradual increase of reading speed.</li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p>2.3.1.AS.1</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>
	<p>2.3.1.L1.2</p> <p><b>Read texts of semi-vowelized nature consisting of complex combination of long words</b></p>	<p>2.3.1.AS.2</p> <p><b>Level 1 Recall</b></p>



	<p><b>slowly, and at gradually increased speed</b></p> <p><b>Project-Based Learning, Enquiry Project-Activities, Group Discussions, Think-Pair Square Activities Group Activities:</b></p> <ul style="list-style-type: none"> <li>• The teacher prepares learners in groups. Each group picks a text from the following modern Arabic prose: <ul style="list-style-type: none"> <li>• مصطفى لطفي المنفلوطي وقصته اليتيم والحجاب</li> <li>• زكريا حسين وقصص خط الاستواء</li> <li>• كمال الدين بالفنون وقصة رحلة البحث عن الإنسان.</li> </ul> </li> <li>• The group reads a paragraph of a poem and calls any group of its choice to read the following paragraph. The invited group can pick any of its members to read. The group then also pick any group to read the following paragraph, like that until the entire story is read</li> <li>• A member from any group has only one reading slot until every member in the group has taken his/her turn. After each round this exercise is repeated with gradual increase of reading speed.</li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p><b>Level 2 Skills of conceptual understanding</b></p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• Textbooks and Reading materials for speech drills</li> <li>• Flash cards</li> <li>• Projector</li> <li>• Audio-visual materials</li> </ul>	

**Subject ARABIC**  
**Strand 3 READING**  
**Sub-Strand 2 READING COMPREHENSION**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
2.3.2.LO.1		
Explain the content of nonfictional texts using clues that are embedded in them highlighting the purpose and the underpinning message.	<p><b>Communication:</b> Reading comprehension involves cognitive process of decoding symbolic representations on paper or any written material. The reader must have a base knowledge to recognise and interpret those symbols that create the language, as well as a vocabulary in that language, and an understanding of the grammar rules. Communication takes place when the reader uses higher-level processing to determine the meaning of the text and author purpose, among other things.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul>
2.3.2.LO.2		
Identify clues that are embedded in the classical Arabic prose in order to make inferences regarding the ideas and the meanings of the texts	<p><b>Critical thinking and problem solving:</b> Reading is connected to cognitive learning as it works with the development of recognition, attention, vocabulary, grammar, and comprehension monitoring. In order to settle on the possible meanings of unknown words and the general idea of a text, the learner intellectually and skilfully conceptualises, synthesises and analyses information from the text.</p>	
2.3.2.LO.3		
Explain clues that are embedded in the classical Arabic poetry in order to make inferences regarding the ideas and the meanings of the texts.	<p><b>Global Citizenship:</b> While reading literature, learners explore significant differences in human lives, and this allows them to experience perspectives of those separated from them by time and social barriers. Getting to know other cultures will help them discover pride in their own culture and gain respect for others.</p>	<p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of</p>
--	--	---

		belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,
--	--	--

2.3.2.LO.4	<p><b>Communication:</b> Reading comprehension involves cognitive process of decoding symbolic representations on paper or any written material. The reader must have a base knowledge to recognise and interpret those symbols that create the language, as well as a vocabulary in that language, and an understanding of the grammar rules. Communication takes place when the reader uses higher-level processing to determine the meaning of the text and author purpose, among other things.</p> <p><b>Critical thinking and problem solving:</b> Reading is connected to cognitive learning as it works with the development of recognition, attention, vocabulary, grammar, and comprehension monitoring. In order to settle on the possible meanings of unknown words and the general idea of a text, the learner intellectually and skilfully conceptualises, synthesises and analyses information from the text.</p> <p><b>Global Citizenship:</b> While reading literature, learners explore significant differences in human lives, and this allows them to experience perspectives of those separated from them by time and social barriers. Getting to know other cultures will help them discover pride in their own culture, gain respect for others.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning</p>
------------	--	---

		<p>strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability group</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.3.2.CS.1	2.3.2.LI.1	2.3.2.AS.1
<p>Demonstrate knowledge and understanding of straightforward nonfictional texts using reading strategies of literary writings. (B1, CEFR)</p>	<p><b>Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• The teacher takes learners through general strategies for reading comprehension.</li> <li>• The teacher then explicitly instructs learners why and when they should use the comprehension strategies, what strategies to use, and how to apply them.</li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
	<p>2.3.2.LI.2</p> <p><b>Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of a textbook passage, newspaper, or magazine article.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• The teacher takes learners through general strategies for reading comprehension.</li> </ul>	<p>2.3.2.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	<ul style="list-style-type: none"> <li>● The teacher then explicitly instructs learners why and when they should use the comprehension strategies, what strategies to use, and how to apply them.</li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>



Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.3.2.CS.2	2.3.2.LI.1	2.3.2.AS.1
<p>Demonstrate knowledge and understanding of fictional texts, using appropriate reference tools, with a broad active reading vocabulary. (BI, CEFR)</p>	<p><b>Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b></p> <ul style="list-style-type: none"> <li>● Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>● The teacher supports learners use metacognitive strategies to think about and have control over their reading.</li> <li>● The teacher now asks learners to apply textually explicit meaning (meaning that was directly stated in the text), textually implicit meaning (meaning that was implied in the text), and meaning entirely from the learners' own background knowledge, to analyse the following text: <ul style="list-style-type: none"> <li>● أكتّم بن الصيفي وخطبته</li> <li>● خطبة حجة الوداع</li> <li>● الشنفرى ولاميته</li> <li>● علي بن أبي طالب وخطبته</li> </ul> </li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	<p>2.3.2.LI.2</p> <p><b>Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of the text.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• The teacher supports learners use metacognitive strategies to think about and have control over their reading.</li> <li>• The teacher now asks learners to apply textually explicit meaning (meaning that was directly stated in the text), textually implicit meaning (meaning that was implied in the text), and meaning entirely from the learners' own background knowledge, to analyse the following text: <ul style="list-style-type: none"> <li>• أكنم بن الصيفي وخطبته</li> <li>• خطبة حجة الوداع</li> <li>• الشنفرى ولاميته</li> <li>• علي بن أبي طالب وخطبته</li> </ul> </li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p>2.3.2.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
--	---	---

	<p>2.3.2.LI.3</p> <p><b>Identify the theme(s) and the general idea of the poem and explain the general meaning of the text.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• The teacher supports learners to recognize the following poetry characteristics and conventions: meter, form, figurative/literary devices, and sound patterns.</li> <li>• The teacher now asks learners in their groups to carry out comprehension exercises.</li> <li>• Learners then make a brief presentation on a simple analysis of the following poems: <ul style="list-style-type: none"> <li>• زهير بن أبي سلمى وأبياته الحكيمية</li> <li>• تماضر الخنساء وقصيدتها: صخر الندى وذكر الدائم.</li> <li>• الشنفرى ولاميته</li> </ul> </li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b> 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 opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p>	<p>2.3.2.AS.3</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
	<p>2.3.2.LI.4</p> <p><b>Explain subsidiary ideas of the text and explain the implicit as well as explicit meanings of the key words.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b></p> <ul style="list-style-type: none"> <li>• Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• The teacher supports learners to recognize the following poetry characteristics and conventions:</li> </ul>	<p>2.3.2.AS.4</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>

	<p>meter, form, figurative/literary devices, and sound patterns.</p> <ul style="list-style-type: none"> <li>• The teacher now asks learners in their groups to carry out comprehension exercises.</li> <li>• Learners then make a brief presentation on a simple analysis of the following poems: <ul style="list-style-type: none"> <li>• زهير بن أبي سلمى وأبياته الحكيمية</li> <li>• تماضر الخنساء وقصيدتها: صخر الندى وذكر الدائم.</li> <li>• الشنفرى ولأميته</li> </ul> </li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• Textbooks and Reading materials.</li> <li>• Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Projector.</li> <li>• Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI		Assessment
2.3.2.CS.3	2.3.2.LI.1		2.3.2.AS.1
<p>Demonstrate knowledge and understanding of modern poetry, using appropriate reference tools, with a broad active reading vocabulary. (BI, CEFR)</p>	<p><b>Identify the theme(s) and the general idea of the poem and explain the general meaning of the text</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• The teacher supports learners to recognize the following poetry characteristics and conventions: meter, form, figurative/literary devices, and sound patterns.</li> <li>• The teacher now asks learners in their groups to carry out comprehension exercises.</li> <li>• Learners then make a brief presentation on a simple analysis of the following poems:</li> </ul> <p style="text-align: right;"> <ul style="list-style-type: none"> <li>• عبد الله بن الفودي وقصيدته رسالة النضاح.</li> <li>• عيسى ألبى أبوبكر وقصيدته آفة العصر.</li> <li>حافظ إبراهيم وقصيدته اللغة العربية، وتربية النساء</li> </ul> </p> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>		<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• Textbooks and Reading materials.</li> <li>• Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Projector.</li> <li>• Audio-visual materials.</li> </ul>	

**Subject ARABIC**  
**Strand 3 READING**  
**Sub-Strand 3 GRAMMAR**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
2.3.3.LO.1		
Identify the types of sentences in reading texts of varied sentence structures showing the grammatical functions of each component.	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>Grammar is the structural foundation of what a speaker wants to communicate and what they really mean. Grammar fosters precision, detect ambiguity, and exploit the richness of expression available in Arabic.</li> <li>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 exposes their poor attention to detail, which affects their ability to communicate. Therefore, good communication skills and good grammar are skills to nurture.</li> </ul>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>Embrace diversity and practise inclusion as a means of enhancing employability of all in any labour market.</li> <li>Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul>
2.3.3.LO.2		
Identify the declension of nouns: the three cases, with the rules governing the changing components of number, gender.	<p><b>Critical thinking and Problem solving:</b> Grammar, the organisational principles of Arabic 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 and break it into its component parts and identify objects (nouns), actions (verbs), qualities and quantities (adjectives and adverbs), and so on. With this exercise learners will be developing their critical thinking skills.</p>	<p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.3.3.CS.I	2.3.3.LI.I	2.3.3.AS.I
<p>Demonstrate knowledge and understanding of the types of sentences and the reasons for the declensional endings of nouns and the tenses of verbs in syntactic structure of Arabic sentences.</p>	<p><b>Extract from the passage 10 nominal sentences and identify their two major components with their grammatical functions and the attached declensions.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>Learners are assigned the task of extracting from a passage focused grammatical elements, under any of the following topics: <ul style="list-style-type: none"> <li>● أنواع الجملة (الاسمية والفعلية)</li> <li>● مرفوعات الأسماء، (المبتدأ والخبر، و الفاعل ونائبه)</li> <li>● مرفوعات الأسماء، ( اسم كان وأخواتها)</li> <li>● مرفوعات الأسماء (خبر إن وأخواتها)</li> <li>● منصوبات الأسماء (خبر كان وأخواتها)</li> <li>● منصوبات الأسماء (اسم إن وأخواتها)</li> </ul> </li> <li>Learners are then asked to identify the lexical and morphological compositions of the text and grammatical function of each component, ending with textual analysis as they apply to the general meaning of the text.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>



	kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.	
--	---	--

	<p>2.3.3.LI.2</p> <p><b>Extract from the passage 10 verbal sentences and identify their two major components with their grammatical functions and the attached declensions</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• Learners are assigned the task of extracting from a passage focused grammatical elements, under any of the following topics: <ul style="list-style-type: none"> <li>• أنواع الجملة (الاسمية والفعلية)</li> <li>• مرفوعات الأسماء، (المبتدأ والخبر، و الفاعل ونائبه)</li> <li>• مرفوعات الأسماء، ( اسم كان وأخواتها)</li> <li>• مرفوعات الأسماء (خبر إن وأخواتها)</li> <li>• منصوبات الأسماء (خبر كان وأخواتها)</li> <li>• منصوبات الأسماء (اسم إن وأخواتها)</li> </ul> </li> <li>• Learners are then asked to identify the lexical and morphological compositions of the text and grammatical function of each component, ending with textual analysis as they apply to the general meaning of the text.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are</p>	<p>2.3.3.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
--	---	---

	incorporated in listening exercises to cater for the various learning styles.	
	<p>2.3.3.LI.3</p> <p><b>Extract from the passage the nominative case in nouns with their changing morphological structures and the rules governing their usage.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• Learners are assigned the task of extracting from a passage focused grammatical elements, under any of the following topics: <ul style="list-style-type: none"> <li>• أنواع الجملة (الاسمية والفعلية)</li> <li>• مرفوعات الأسماء، (المبتدأ والخبر، و الفاعل ونائبه)</li> <li>• مرفوعات الأسماء، ( اسم كان وأخواتها)</li> <li>• مرفوعات الأسماء (خبر إن وأخواتها)</li> <li>• منصوبات الأسماء (خبر كان وأخواتها)</li> <li>• منصوبات الأسماء (اسم إن وأخواتها)</li> </ul> </li> <li>• Learners are then asked to identify the lexical and morphological compositions of the text and grammatical function of each component, ending with textual analysis as they apply to the general meaning of the text.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are</p>	<p>2.3.3.AS.3</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	incorporated in listening exercises to cater for the various learning styles.	
	2.3.3.LI.4	2.3.3.AS.4
	<p><b>Extract from the passage the accusative case in nouns with their changing morphological structures and the rules governing their usage.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• Learners are assigned the task of extracting from a passage focused grammatical elements, under any of the following topics: <ul style="list-style-type: none"> <li>• أنواع الجملة (الاسمية والفعلية)</li> <li>• مرفوعات الأسماء، (المبتدأ والخبر، و الفاعل ونائبه)</li> <li>• مرفوعات الأسماء، ( اسم كان وأخواتها)</li> <li>• مرفوعات الأسماء (خبر إن وأخواتها)</li> <li>• منصوبات الأسماء (خبر كان وأخواتها)</li> <li>• منصوبات الأسماء (اسم إن وأخواتها)</li> </ul> </li> <li>• Learners are then asked to identify the lexical and morphological compositions of the text and grammatical function of each component, ending with textual analysis as they apply to the general meaning of the text.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groups which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	incorporated in listening exercises to cater for the various learning styles.	
	<p>2.3.3.LI.5</p> <p><b>Extract from the passage the genitive case in nouns with their changing morphological structures and the rules governing their usage.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• Learners are assigned the task of extracting from a passage focused grammatical elements, under any of the following topics: <ul style="list-style-type: none"> <li>• أنواع الجملة (الاسمية والفعلية)</li> <li>• مرفوعات الأسماء، (المبتدأ والخبر، و الفاعل ونائبه)</li> <li>• مرفوعات الأسماء، ( اسم كان وأخواتها)</li> <li>• مرفوعات الأسماء (خبر إن وأخواتها)</li> <li>• منصوبات الأسماء (خبر كان وأخواتها)</li> <li>• منصوبات الأسماء (اسم إن وأخواتها)</li> </ul> </li> <li>• Learners are then asked to identify the lexical and morphological compositions of the text and grammatical function of each component, ending with textual analysis as they apply to the general meaning of the text.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are</p>	<p>2.3.3.AS.5</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	incorporated in listening exercises to cater for the various learning styles.	
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 3 READING**  
**Sub-Strand 4 CRITICAL READING**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
2.3.4.LO.1		
<p>Explain the narration, the characters' actions, interactions, and motivations that reflect the story's theme.</p>	<p><b>Global Citizenship:</b> While reading literature, learners explore significant differences of culture. This allows them to experience perspectives of those separated from them by time and social barriers and allow them to discover pride in their own culture, and thereby gain respect for others.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p>
2.3.4.LO.2		
<p>Explain the employment of artistic and literary devices in weaving the storyline of a fictional narrative.</p>	<p><b>Critical thinking and Problem solving:</b> Learners will examine critically the content of the literary text, interpret it 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.</p> <p><b>Global Citizenship:</b> While reading literature, learners explore significant differences of culture. This allows them to experience perspectives of those separated from them by time and social barriers and allow them to discover pride in their own culture, and thereby gain respect for others.</p> <p><b>Critical thinking and Problem solving:</b> Learners will examine critically the content of the literary text, interpret it 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.</p>	<ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practise inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage</p>

		<p>inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.</p>
--	--	---



2.3.4.LO.3		
Explain the historical development of Arabic literature and factors affecting this development.	<b>Critical thinking and Problem solving:</b> 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 in order to make informed judgments and decisions.	<b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:
2.3.4.LO.4		
Explain the artistic and literary devices employed in literary works and their effects.	<b>Communication:</b> Learners will be taken through reading processes, models and questions that will enhance clarity and comprehension. Learners examine the logical consistency, tone, organisation, and a number of other very important literary features of the text. Communication takes place if the message is understood as intended by the writer.	<ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practise inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in</li> </ul>

		<p>discovering their individual learning challenges and deficiencies and addressing them themselves.</p> <ul style="list-style-type: none"> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.3.4.CS.1	2.3.4.LI.1	2.3.4.AS.1
<p>Demonstrate understanding and application of strategies of literary appreciation in order to enhance understanding of creative texts.</p>	<p><b>Identify as many broad themes as possible (a thematic concept), as well as the specific theme (a thematic statements) of a literary text</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The teacher asks learners to note all information about the characters and thematic areas of the following stories:</p> <ul style="list-style-type: none"> <li>● مصطفى لطفى المنفلوطي وقصته اليتيم والحجاب</li> <li>● زكريا حسين وقصص خط الاستواء</li> <li>● كمال الدين بالغون وقصة رحلة البحث عن الإنسان</li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b></p>

	<p>2.3.4.LI.2</p> <p><b>Examine the role and evolution of a character as they reflect the theme of the story.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• The teacher asks learners to note all information about the characters and thematic areas of the following stories: <ul style="list-style-type: none"> <li>• مصطفى لطفي المنفلوطي وقصته اليتيم والحجاب</li> <li>• زكريا حسين وقصص خط الاستواء</li> <li>• كمال الدين بالغون وقصة رحلة البحث عن الإنسان</li> </ul> </li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p>2.3.4.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>
--	--	---

<p>2.3.4.LI.3</p> <p><b>Trace the sequence of the major events in a narrative by identifying the actual beginning, the middle, and the end</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• The teacher also supports learners to use metacognitive strategies to think about and have control over their reading the following text:</li> </ul> <p style="text-align: right;"> <ul style="list-style-type: none"> <li>• مصطفى لطفى المنفلوطي وقصته اليتيم والحجاب</li> <li>• زكريا حسين وقصص خط الاستواء</li> <li>• كمال الدين بالغون وقصة رحلة البحث عن الإنسان</li> </ul> </p> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p>2.3.4.AS.3</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>
<p>2.3.4.LI.4</p> <p><b>Analyse the story and present your own viewpoints and judgments of the author's ideas.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The teacher prepares 3 reading groups and elicits from each their prior knowledge about the topic. The correct responses are recorded and shared to the class. Groups are then asked to analyse the stories and present your own viewpoints and judgments of the author's ideas. Opportunities are given to each member of all groups to participate so that weak ones are mentored.</p> <p style="text-align: right;">• مصطفى لطفى المنفلوطي وقصته اليتيم والحجاب</p>	<p>2.3.4.AS.4</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>

	<p style="text-align: right;">● زكريا حسين وقصص خط الاستواء ● كمال الدين بالغون وقصة رحلة البحث عن الإنسان</p> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.3.4.CS.2	2.3.4.LI.1	2.3.4.AS.1
<p>Demonstrate knowledge and understanding of the history and evolution of Arabic Literature.</p>	<p><b>Outline the Arabic Literary Periods from 500 AD – till Date, and list social and intellectual factors that affected the development of Arabic Literature.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The teacher prepares learners for reading by eliciting from them their prior knowledge about the topic, and then helps them understand the general idea. Learners are put in groups and asked to extract the following from the reading text:</p> <ul style="list-style-type: none"> <li>● تعريف الأدب لغة واصطلاحاً</li> <li>● العصور الأدبية</li> <li>● الغرض من دراسة الأدب.</li> <li>● أركان الأدب</li> <li>● أنواع الأدب</li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>

	<p>2.3.4.LI.2</p> <p><b>Identify the various types of Arabic literature and their literary functions.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The teacher prepares learners for reading by eliciting from them their prior knowledge about the topic, and then helps them understand the general idea. Learners are put in groups and asked to extract the following from the reading text:</p> <ul style="list-style-type: none"> <li>● تعريف الأدب لغة واصطلاحا</li> <li>● العصور الأدبية</li> <li>● الغرض من دراسة الأدب.</li> <li>● أركان الأدب</li> <li>● أنواع الأدب</li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p>2.3.4.AS.2</p> <p><b>Level 1 Recall</b>  Level 2 Skills of conceptual understanding  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>
--	--	--



	<p>2.3.4.LI.3</p> <p><b>Identify the social and cultural elements in a given text (prose).</b></p> <p><b>Project Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> The teacher prepares 3 reading groups, and then asked to identify the social and cultural elements in a given text. Each group is asked to justify their answers. Opportunities are given to each member of all groups to participate so that weak ones are mentored.</p> <ul style="list-style-type: none"> <li>● مصطفى لطفى المنفلوطي وقصته اليتيم والحجاب</li> <li>● زكريا حسين وقصص خط الاستواء</li> <li>● كمال الدين بالغون وقصة رحلة البحث عن الإنسان</li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p>2.3.4.AS.3</p> <p><b>Level 1 Recall</b>  Level 2 Skills of conceptual understanding  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>
	<p>2.3.4.LI.4</p> <p><b>Identify the social and cultural elements in selected lines of poetry.</b></p> <p><b>Project Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b>  The teacher prepares 3 reading groups, and then asked to identify the social and cultural elements in a given text. Each group is asked to justify their answers. Opportunities are given to each member of all groups to participate so that weak ones are mentored.</p> <ul style="list-style-type: none"> <li>● مصطفى لطفى المنفلوطي وقصته اليتيم والحجاب</li> <li>● زكريا حسين وقصص خط الاستواء</li> <li>● كمال الدين بالغون وقصة رحلة البحث عن الإنسان</li> </ul> <p><b>Coping with stress and anxiety:</b> Learners are engaged in recitation of lines of poetry which fully</p>	<p>2.3.4.AS.4</p> <p><b>Level 1 Recall</b>  Level 2 Skills of conceptual understanding  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>

	<p>engages their minds and imaginations. Poetry recitation possesses meditative qualities in which the brain is fully focused, thereby reduces stress and enhance relaxation.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different listening times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 4 WRITING**  
**Sub-Strand I ARABIC ORTHOGRAPHY**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.4.1.LO.1</p> <p>Identify the exceptional spelling and reading rules of words whose word-final is pronounced alif but written yaa</p>	<p><b>Communication:</b> The Arabic orthography is highly homographic; words are orthographically similar but carry different phonological meanings offered by the diacritical marks. Modern Arabic orthographic system still presents an interesting reading exceptions and deviations from the established spelling rules. Adhering to orthographic rules is helpful in regulating the communicative process.</p> <p><b>Innovation and creativity:</b> Using letters of the alphabet is not only to communicate thoughts and ideas, but it is also used as an art of giving form to these letters in an expressive, harmonious, and skilful manner. Learners will use basic techniques to create beautiful lettering and develop the art of creative and decorative handwriting.</p> <p><b>Critical thinking and Problem solving:</b> Though mental lexicon is organised according to the established Arabic orthographic system, in reading words with exceptions and deviations from the established spelling rules, a decomposing strategy is used to identify the normal components and the deviating ones. Therefore, such identification will require cognitive and psycholinguistic activities which involves critical thinking.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage</p>

		<p>inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.</p>
--	--	--

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.4.1.CS.1	2.4.1.LI.1	2.4.1.AS.1
<p>Demonstrate knowledge and understanding of Modern Arabic orthographic system with the exceptions and deviations from the established spelling rules.</p>	<p><b>Apply the spelling and reading rules on words whose word-final is pronounced alif but written yaa.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> Learners are taken through the reading and writing rules on words whose yaa at word-final is pronounced alif. Learners are then asked to state the rules that explain such conversion.</p> <p style="text-align: right;">أعطى اصطفى معطى مصطفى سعى قضى رمى شكى</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.4.1.LI.2</p> <p><b>List letters whose sounds are pronounced and yet do not have textual representations, with examples</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b></p> <ul style="list-style-type: none"> <li>The teacher prepares 3 reading groups, and then asked state the rules that explain the condition under which a selected sound is pronounced without a written symbol:</li> </ul>	<p>2.4.1.AS.2</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical</p>

	<p>- الألفُ بَعْدَ واوِ الْجَمَاعَةِ نحو: قَالُوا، لَمْ يَقُولُوا، قُولُوا. مِائَةٌ» - « - الألفُ في كلمة - الألف في كلمة) أنا (، لَكِنَّهَا تَقْرَأُ عِنْدَ الْوَقْفِ فِي تِلَاوَةِ الْقُرْآنِ الْكَرِيمِ. - الواو في أَوْلَيْكَ، أَوْلُو، أَوْلَاتُ. - الواو في «عَمُرُو» وَتُحَدِّفُ هَذِهِ الْوَاوُ إِذَا كَانَ هَذَا الْاسْمُ مَنْصُوبًا مُتَوْنًا، نحو: رَأَيْتُ عَمْرًا.</p> <ul style="list-style-type: none"> <li>• Each group is then asked to justify their answers. Opportunities are given to each member of all groups to participate so that weak ones are mentored.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	thinking and reasoning
Teaching and Learning Resources	<ul style="list-style-type: none"> <li>• Textbooks and Reading materials.</li> <li>• Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio Materials.</li> <li>• Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 4 WRITING**  
**Sub-Strand 2 COMPOSITION**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
2.4.2.LO.1		
Write an expository essay to give an eye-witness account of events, and relevant trends that impacted the event and influenced perceptions of it.	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>Written communication is a crucial skill for learners in this modern information age.</li> <li>Writing methods, styles and diction are essential ingredients for effective communication.</li> <li>These exercises will allow learners to acquire the skill of effective communication which will makes their ideas and perspectives clearer to readers.</li> </ul>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul>
2.4.2.LO.2		
Apply the standard pattern and formality of writing formal letter with the typical layout and appropriate style.	<p><b>Innovation and creativity:</b> Planning and putting together all the necessary ingredients to compose an essay will definitely equip learners with creative prowess and dexterity, besides prolific writing.</p> <p><b>Critical thinking and Problem solving:</b> 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.</p>	
2.4.2.LO.3		
Give the denotative meanings of words and phrases in a text from Arabic to English or vice versa.	<p><b>Communication:</b> Learners learn about vital strategies for a variety of scenarios. Learners must be helped to define by themselves the denotative and connotative meanings of words, phrases, and sentences in a text from Arabic to English or vice versa.</p>	
2.4.2.LO.4		
Give the connotative meanings of words and phrases in a text from Arabic to English or vice versa.	<p><b>Glocal Citizenship:</b> Learners become conscious of current local and global issues and relate well with people from different cultures by acquiring global citizenship and displaying leadership skills through translation of different languages and interpretation of diverse</p>	<p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.</p>
--	--	---



Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.4.2.CS.1	2.4.2.LI.1	2.4.2.AS.1
<p>Demonstrate knowledge and application of strategies of composing an expository essay on a variety of subjects.</p>	<p><b>Brainstorm the subject, idea and relevant facts and the basic framework of an expository essay.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Learners are guided to understand what type of expository essay is and its characteristics.</li> <li>• Learners are then taken through the writing process and planning, beginning with brainstorming and organisation.</li> <li>• Learners are then assisted in transferring information from planning sheets to the essay itself through drafting, expanding their notes into paragraphs, to produce a complete written work</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>Level 1 Recall</p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p>Level 3 Strategic reasoning</p> <p><b>Level 4 Extended critical thinking and reasoning</b></p>
	2.4.2.LI.2	2.4.2.AS.2
	<p><b>Write a first draft of an expository essay, with a holistic editing, to a second draft, then to proofreading in order to address all grammar, syntax, or spelling issues.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Learners are guided to know what type of expository essay is and its characteristics.</li> </ul>	<p>Level 1 Recall</p> <p><b>Level 2 Skills of conceptual understanding</b></p> <p>Level 3 Strategic reasoning</p>

	<ul style="list-style-type: none"> <li>• Learners are then taken through the writing process and planning, beginning with brainstorming and organisation.</li> <li>• Learners are then assisted in transferring information from planning sheets to the essay itself through drafting, expanding their notes into paragraphs, to produce a complete written work</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 4 Extended critical thinking and reasoning</b></p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• Textbooks and Reading materials for speech drills.</li> <li>• Interactive materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual</li> <li>• Materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.4.2.CS.2	2.4.2.LI.1	2.4.2.AS.1
<p>Demonstrate knowledge and understanding of the techniques of letter-writing of formal type using appropriate style and diction.</p>	<p><b>Write a formal letter in well-constructed language with appropriate positions of the following:</b></p> <ul style="list-style-type: none"> <li>● The senders address</li> <li>● The address of the receiver</li> <li>● The date</li> <li>● Salutation</li> <li>● The message</li> <li>● Complimentary close</li> </ul> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b> The teacher gives a short presentation on letter writing, features, and formats. Features of a formal letter are:</p> <p style="text-align: right;">-عنوان المرسل -التاريخ -عنوان المرسل إليه -عزيزي الدكتور..... ، -موضوع الرسالة -كتابة محتوى الرسالة -التوقيع، كل الاحترام والتقدير، اسم المرسل-</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p>Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b></p>

	<b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.	
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Interactive materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual.</li> <li>● Materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.4.2.CS.3	2.4.2.LI.1	2.4.2.AS.1
<p>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.</p>	<p><b>Write the denotative meanings of selected Arabic words and phrases in an English text.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> Learners engage in interpretation group 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 one language and their equivalents are provided in the other language.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	<p>2.4.2.LI.2</p> <p><b>Write the denotative meanings of selected English words and phrases in an Arabic text.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b> Learners engage in interpretation group 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 one language and their equivalents are provided in the other language.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>2.4.2.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
--	---	---

	<p>2.4.2.LI.3</p> <p><b>Write the connotative meanings of selected Arabic words and phrases in an English text</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b> Learners engage in interpretation group 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 one language and their equivalents are provided in the other language.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>2.4.2.AS.4</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
	<p>2.4.2.LI.4</p> <p><b>Write the connotative meanings of selected English words and phrases in an Arabic text.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b> Learners engage in interpretation group 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 one language and their equivalents are provided in the other language.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p>	<p>2.4.2.AS.4</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	<p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Interactive materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual.</li> <li>● Materials.</li> </ul>



**Subject ARABIC**  
**Strand 4 WRITING**  
**Sub-Strand 3 CREATIVE WRITING**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
2.4.3.LO.1		
Write a story from personal experiences using simple literary devices	<b>Communication:</b> In storytelling the theme is the central meaning the work communicates. Literary devices are used to communicate a message. Learners will be taught to use characterisation - characters' actions, reactions, and roles in their settings to communicate the story's themes.	<b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:
2.4.3.LO.2		
Compose, in your own words and imagination, a simple story, applying characterisation and plot.	<p><b>Innovation and creativity:</b> Creative writing is an artistic written expression involving imagination. This exercise will definitely equip learners with creative prowess and dexterity, besides ability to view available materials in new ways or from a different perspective and generate from them new possibilities or new alternatives.</p> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>● Contribution from each learner to put together a literary piece recognizes individual's skill and talent. This recognition encourages teamwork and cross-fertilization.</li> <li>● The opportunity to work in the same environment and platform promotes understanding and respect for all perspectives, and individual contributions.</li> </ul>	<ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity, The famous Arabic quotations promote the following core values:</p> <ul style="list-style-type: none"> <li>● القناعة – Contentment</li> <li>● إدارة الوقت - Time Management</li> <li>● البيان والإيجاز Eloquence/Precision</li> <li>● العيش السلمي مع الغير Peaceful Coexistence</li> </ul>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.4.3.CS.1	2.4.3.LI.1	2.4.3.AS.1
<p>Demonstrate knowledge and creativity in writing narrative fiction using real events and simple literary devices.</p>	<p><b>Prepare a preliminary story plan by formulating the issue to address (an idea), the purpose, the plot, brainstorming, and the first draft.</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Creative Exercises:</b></p> <ul style="list-style-type: none"> <li>• The teacher introduces the art of writing a story and takes learners through the processes of putting together a simple narrative fiction through strong written visuals with an emotional impact. The teacher puts groups together and assigns them one topic with a single theme.</li> <li>• Each group is then asked to prepare a draft of their story and share them in class, reading from a script, with provision of opportunity for the contribution of each member to the project.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  Level 3 Strategic reasoning:  <b>Level 4 Extended critical thinking and reasoning:</b></p>
	2.4.3.LI.2	2.4.3.AS.2
	<p><b>Build upon the first draft to conduct a holistic editing, then proofreading to review the style and the literary devices.</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Creative Exercises:</b></p> <ul style="list-style-type: none"> <li>• The teacher introduces the art of writing a story and takes learners through the processes of putting together a simple narrative fiction through strong written visuals with an emotional impact. The teacher puts groups together and assigns them one topic with a single theme.</li> </ul>	<p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b>  Level 3 Strategic reasoning:  <b>Level 4 Extended</b></p>

	<ul style="list-style-type: none"> <li>● Each group is then asked to prepare a draft of their story and share them in class, reading from a script, with provision of opportunity for the contribution of each member to the project.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>critical thinking and reasoning:</b></p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Arabic dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>● Multimedia facilities.</li> <li>● Flash cards.</li> <li>● Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.4.3.CS.2	2.4.3.LI.1	2.4.3.AS.1
<p>Demonstrate knowledge and creativity in adapting famous quotations to compose stories using simple narrative structure.</p>	<p><b>Write a story using one of the famous quotes as the theme, with a complete plot, characterisation and simple language.</b></p> <p><b>Project-based learning, inquiry-based, think-pair share activities, creative exercises.</b></p> <ul style="list-style-type: none"> <li>The teacher introduces the art of writing a story and takes learners through the steps of putting together a simple narrative fiction through strong written visuals with an emotional impact.</li> <li>Through group work, Learners are asked to write their own story using one the following quotations as the theme of their story: -</li> </ul> <p style="text-align: right;">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.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b></p>
	2.4.3.LI.2	2.4.3.AS.2
	<p><b>Write a story using one of the famous quotes as the theme, with a complete plot, characterisation and stylistic devices</b></p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of</b></p>

	<p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Creative Exercises:</b></p> <ul style="list-style-type: none"> <li>• The teacher introduces the art of writing a story and takes learners through the steps of putting together a simple narrative fiction through strong written visuals with an emotional impact.</li> <li>• Through group work, Learners are asked to write their own story using one the following quotations as the theme of their story: -</li> </ul> <p style="text-align: right;">عصفور باليد خير من عشرة على الشجرة - اتق شر من أحسنت إليه -لا توجل عمل اليوم إلى غد خير الكلام ما قل ودل ما خاب من استشار -</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>conceptual understanding</b> Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b></p>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• Textbooks and Reading materials.</li> <li>• Arabic dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia facilities.</li> <li>• Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 4 WRITING**  
**Sub-Strand 4 GRAMMAR**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.4.4.LO.1</p> <p>Identify the types of sentences in reading texts of varied sentence structures showing the grammatical functions of each component.</p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>● Grammar is the structural foundation of what a speaker wants to communicate and what they really mean. Grammar fosters precision, detect ambiguity, and exploit the richness of expression available in Arabic.</li> <li>● 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 exposes their poor attention to detail, which affects their ability to communicate. So, good communication skills and good grammar are skills to nurture.</li> </ul> <p><b>Critical thinking and Problem solving:</b> Grammar, the organisational principles of Arabic 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 and break it into its component parts and identify objects (nouns), actions (verbs), qualities and quantities (adjectives and adverbs).</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.</p>
--	--	---



Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
2.4.4.CS.1	2.4.4.LI.1	2.4.4AS.1
<p>Demonstrate knowledge and understanding of the types of sentences and the reasons for the declensional endings of nouns and the tenses of verbs in syntactic structure of Arabic sentences.</p>	<p><b>Extract from the passage members of the Nawasikh, and identify their major components.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>Learners are asked to extract from a passage the (Nawasikh) and the rules on their subjects and objects and the operating cases of the sentence components from the following topics: <ul style="list-style-type: none"> <li>● أنواع الجملة (الاسمية والفعلية)</li> <li>● مرفوعات الأسماء، (المبتدأ والخبر، و الفاعل ونائبه)</li> <li>● مرفوعات الأسماء، ( اسم كان وأخواتها)</li> <li>● مرفوعات الأسماء (خبر إن وأخواتها)</li> <li>● منصوبات الأسماء (خبر كان وأخواتها)</li> <li>● منصوبات الأسماء (اسم إن وأخواتها)</li> </ul> </li> <li>Learners are then asked to identify the lexical and morphological compositions of the text and grammatical function of each component, ending with textual analysis as they apply to the general meaning of the text.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	<b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.	
--	---	--

	<p>2.4.3.LI.2</p> <p><b>Extract from the passage the Nawasikh, and identify their grammatical functions and the attached declensions.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b></p> <ul style="list-style-type: none"> <li>• Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• Learners are asked to extract from a passage the (Nawasikh) and the rules on their subjects and objects and the operating cases of the sentence components from the following topics: <ul style="list-style-type: none"> <li>• أنواع الجملة (الاسمية والفعلية)</li> <li>• مرفوعات الأسماء، (المبتدأ والخبر، و الفاعل ونائبه)</li> <li>• مرفوعات الأسماء، ( اسم كان وأخواتها)</li> <li>• مرفوعات الأسماء (خبر إن وأخواتها)</li> <li>• منصوبات الأسماء (خبر كان وأخواتها)</li> <li>• منصوبات الأسماء (اسم إن وأخواتها)</li> </ul> </li> <li>• Learners are then asked to identify the lexical and morphological compositions of the text and grammatical function of each component, ending with textual analysis as they apply to the general meaning of the text.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Differentiated Learning:</b> Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and</p>	<p>2.4.3.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
--	---	---

	kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.	
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>

# YEAR THREE

**Subject ARABIC**  
**Strand I LISTENING**  
**Sub-Strand I PHONOLOGY OF THE ARABIC LANGUAGE**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI <sup>5</sup> , SEL <sup>6</sup> and Shared National Values
3.1.1.LO.1 Identify the famous authoritative Quranic recitation types and their phonological characteristics.	<p><b>Critical Thinking and problem solving:</b> Exercises in this lesson is meant to improve learners’ cognition and problem-solving skills. It involves audio data analysis evaluation thereby challenging their conceptions and current knowledge. Breaking down the sound units and explaining their differences prove the learners’ capability of finding solutions.</p> <p><b>Communication:</b> Rhythmic sounds like those of poetry or Quran 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. This indescribable ability to communicate through these sounds might be thought of as the speech of the heart or an open window to one’s soul.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul>
3.1.1.LO.2 Identify the frequently used popular traditional poetic meters and the rhyming syllables of classical Arabic poem.		

<sup>5</sup> Gender Equality and Social Inclusion

<sup>6</sup> Socio-Emotional Learning

		<p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of</li> </ul>
--	--	--

		<p>collaborating with and learning from their peers.</p> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
3.1.1.LO.3		
<p>Identify the main reasons for and against an argument or idea in a discussion conducted in clear Classical Arabic.</p>	<p><b>Critical Thinking and problem solving:</b> The lesson teaches learners about deductive reasoning, which is an important strategy for solving problems. Deductive reasoning begins with a broad truth (the major premise), such as the statement that all Semites speak Semitic languages. This is followed by the minor premise, a more specific statement, such as that Arabic is a Semitic language. A conclusion follows: Arabs are Semites. The conclusion cannot be false if both the major and minor premises are true.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul>



		<p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity;</p> <ul style="list-style-type: none"> <li>● Empathy</li> <li>● Trustworthy</li> <li>● Courage</li> </ul>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.1.1.CS.1	3.1.1.LI.1	3.1.1.AS.1
<p>Demonstrate knowledge and understanding of the various traditional methods of recitation of religious and lyrical texts.</p>	<p><b>Describe the recitation style characteristic of the authority of Hafs An Aasim.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>Using blended strategy, prepare groups to listen to a playback of Quran recitation, poetry, and rhyming prose, and then each group share its observations and experiences. Individual learners are then made to give independent personal experiences.</li> <li>The speed of the audio source must be moderate, and the words carefully articulated, with short pauses to allow for appreciation of similarities and observe differences.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>
	3.1.1.LI.2	3.1.1.AS.2
	<p><b>Describe the recitation style characteristic of the authority of Warsh.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>Using blended strategy, prepare groups to listen to a playback of Quran recitation, poetry, and rhyming prose, and then each group share its observations and experiences. Individual learners are then made to give an independent personal experience.</li> <li>The speed of the audio source must be moderate, and the words carefully articulated, with short pauses to allow for appreciation of similarities and observe differences.</li> </ul> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>

	kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.	
--	---	--

	<p>3.1.1.LI.3</p> <p><b>Identify the basic building block tafīlah (foot) of the popular meters and their phonological manifestation.</b></p> <p><b>Project-based learning, think-pair share activities:</b> With absence of all optics including written texts, prepare learners both individually and in groups to listen and share their listening experiences, then group by group listening for group experiences, and point out repeated sounds and the sequence. The speed of the audio source must be moderated, and the words carefully articulated, with short pauses to allow learners to make their observations. The audio can be repeated a number of times until all learners grasp the import of the exercise.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.</p>	<p>3.1.1.AS.3</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>
	<p>3.1.1.LI.4</p> <p><b>Identify the basic building blocks (tafīlah, foot) of the less known meters and their phonological manifestation.</b></p> <p><b>Project-based learning, think-pair share activities:</b> With absence of all optics including written texts, prepare learners both individually and in groups to listen and share their listening experiences, then group by group listening for group experiences, and point out repeated sounds and the sequence. The speed of the audio source must be moderated, and the words carefully articulated, with short pauses to allow learners to make their observations. The audio can be repeated a number of times until all learners grasp the import of the exercise.</p> <p><b>Flexible- pace learning:</b> Faster writing students will enjoy the facility to complete extension tasks, while slow listening learners have an opportunity to complete their exercise at a more comfortable speed.</p> <p><b>Learning Stations:</b> Individual learning stations/groupings which are based on visual, auditory, and</p>	<p>3.1.1.AS.4</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>

	kinaesthetic learning, are supported with their different learning styles, where audio-visual subtitles are incorporated in listening exercises to cater for the various learning styles.	
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and listening materials.</li> <li>● Projector.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.1.1.CS.2	3.1.1.LI.1	3.1.1.AS.1
<p>Demonstrate knowledge and understanding of the main reasons for and against an argument or idea in a discussion conducted in classical Arabic.</p>	<p><b>Identify the main idea in a discussion conducted in classical Arabic (Medieval period).</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities:</b> Audio-visual material is played for learners’ listening exercise. They are made to identify and record what they understood beginning from the introduction of the issue, explanation of one perspective and a counter argument, with the support of Deductive/Inductive reasoning, and all the evidence of support for each perspective, and then the conclusion. The playback is repeated to allow slow listening learners the opportunity to complete their recording at a reasonable pace. The recordings are then presented individually and in groups.</p> <p><b>Collaborative learning</b> 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.</p> <p><b>Differentiated Learning</b> Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p>	<p>Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	3.1.1.LI.2	3.1.1.AS.2
	<p><b>Identify the main reasons for and against an argument conducted in clear classical Arabic (Medieval period).</b></p> <p><b>Project-based learning, think-pair share activities:</b> Audio-visual material is played for learners’ listening exercise. They are made to identify and record what they understood beginning from the introduction of the issue, explanation of one perspective and a counter argument, with the support of Deductive/Inductive reasoning, and all the evidence of support for each perspective, and then the conclusion. The playback is repeated to allow slow listening learners the opportunity to complete their</p>	<p>Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and</p>

	<p>recording at a reasonable pace. The recordings are then presented individually and in groups.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Differentiated Learning:</b> Allocating different times and opportunity to each member of the group to make an input can help learners organise themselves according to their different skills and capabilities.</p>	reasoning
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and listening materials.</li> <li>● Projector.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand I LISTENING**  
**Sub-Strand 2 LISTENING COMPREHENSION**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.1.2.LO.1</p> <p>Identify concrete and abstract ideas delivered in classical Arabic discourse at a natural speed.</p>	<p><b>Communication:</b> Learners go through an exercise to receive, understand, interpret and respond to verbal messages. As a reverse component of speaking, listening involves interpretation of spoken language by recognizing and understanding meaningful sounds in a dialogue or discourse.</p> <p><b>Critical thinking and problem solving:</b> Listening is connected to cognitive learning as it works with the development of memory, attention, vocabulary, grammar and comprehension monitoring. The learner skilfully conceptualises and analyses information from an audio that he/she interacts with.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>



		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, social</p>
--	--	---

		cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.
--	--	--

3.1.2.LO.2	<p><b>Communication:</b> Language lesson conducted through TV viewing will make learners be aware of a varied range of vocabulary and fixed sets of context-specific words and phrases, patterns, while it improves their listening comprehension. Learning through audio-visual media, learners absolutely will need to be able to aurally recognize each lexical item when it is pronounced at a natural speed, thereby enhances focus and attention to details.</p> <p><b>Global Citizenship:</b> Audio-visual contents have both reflected and nurtured cultural mores and values. Learners are therefore taught to behave globally as they become conscious of current local and global issues and relate well with people from different cultures by acquiring global citizenship and displaying leadership skills through translation of different languages and interpretation of diverse cultures.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practise inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning</p>
------------	---	---

		<p>strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting</li> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.1.2.CS.1	3.1.2.LI.1	3.1.2.AS.1
Demonstrate knowledge and understanding of the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in classical Arabic. (B2)	<p><b>Identify the concrete ideas delivered in classical Arabic discourse at a natural speed</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>Teacher creates learning stations/groupings based on visual, auditory, and kinaesthetic learning. This requires that individual learners are supported with their different learning styles, where audio-visual, subtitles are incorporated in listening exercises to cater for the various learning styles.</li> <li>Learners are guided to use clues from interactions to make a guess of words or ideas they do not understand. Learners respond individually or group questions on what they understood which they share either orally or written.</li> </ul> <p><b>GESI-Conscious Classroom:</b> While learners with visual, auditory, and kinaesthetic learning challenges are catered for in the classroom activities, all learners are made to understand that the audio-visual materials are free from individual or group stereotyping.</p>	<p><b>Level 1 Recall</b> Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
	<p>3.1.2.LI.2</p> <p><b>Identify the abstract ideas delivered in classical Arabic discourse at a natural speed.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>Teacher creates learning stations/groupings based on visual, auditory, and kinesthetics learning. This requires that individual learners are supported with their different learning styles, where audio-visual, subtitles are incorporated in listening exercises to cater for the various learning styles.</li> <li>Learners are guided to use clues from interactions to make a guess of words or ideas they do not understand. Learners respond individually or group questions on what they understood which they share either orally or written.</li> </ul> <p><b>GESI-Conscious Classroom:</b> While learners with visual, auditory, and kinaesthetic learning challenges are catered for in the classroom activities, all learners are made to understand that the audio-visual materials are free from individual or group stereotyping.</p>	<p><b>Level 1 Recall</b> Level 2 Skills of conceptual understanding <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>Audio-visual materials.</li> <li>Textbooks and Reading materials.</li> </ul>	<ul style="list-style-type: none"> <li>Projector.</li> <li>Textbooks for Listening Skills.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.1.2.CS.2	3.1.2.LI.1	3.1.2.AS.1
<p>Demonstrate knowledge and understanding of live broadcast or playback program on both familiar and unfamiliar topics in social or academic life, delivered in Modern standard Arabic. (B2)</p>	<p><b>Explain in your own words the salient points and main ideas related to social or academic life from the audio/visual material.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Right and conducive viewing and listening environment are provided for learners to watch a TV drama or from a recorded audio-visual material. Learners are informed about the goal or purpose of the TV program. Find out about their prior knowledge and personal experiences with the topic.</li> <li>• Guide them to take notes to help them focus on their listening and comprehension.</li> <li>• Guide them to use clues from the program to make a guess of words or ideas they do not understand.</li> <li>• Finally, engage learners in synthesising what they learned from watching the TV drama with a focus on comprehension, by asking them to respond individually or group to comprehension questions in writing and then share their responses through writing, speaking, recording themselves speaking, or a combination of both.</li> </ul> <p><b>GESI-Conscious Classroom:</b> While learners with visual, auditory, and kinaesthetic learning challenges are catered for in the classroom activities, all learners are made to understand that the audio-visual materials are free from individual or group stereotyping.</p>	<p><b>Level 1 Recall</b>  Level 2 Skills of conceptual understanding  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
	3.1.2.LI.2	3.1.2.AS.2
	<p><b>Explain in your own words the salient points and main ideas related to News and current affairs programmes from the audio/visual material</b></p> <p><b>Project-based learning, think-pair share activities</b></p> <ul style="list-style-type: none"> <li>• Right and conducive viewing and listening environment are provided for learners to watch a TV drama or from a recorded audio-visual material. Learners are informed about the goal or purpose of the TV program. Find out about their prior knowledge and personal experiences with the topic.</li> <li>• Guide them to take notes to help them focus on their listening and comprehension.</li> <li>• Guide them to use clues from the program to make a guess of words or ideas they do not understand.</li> <li>• Finally, engage learners in synthesising what they learned from watching the TV drama with a focus on key understanding goals, by asking them to respond individually or group to comprehension</li> </ul>	<p><b>Level 1 Recall</b>  Level 2 Skills of conceptual understanding  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	<p>questions in writing and then share their responses through writing, speaking, recording themselves speaking, or a combination of both.</p> <p><b>GESI-conscious Classroom:</b> While learners with visual, auditory, and kinaesthetic learning challenges are catered for in the classroom activities, all learners are made to understand that the audio-visual materials are free from individual or group stereotyping.</p>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> <li>● Textbooks and Reading materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector</li> <li>● Textbooks for Listening Skills</li> </ul>

**Subject ARABIC**  
**Strand 2 SPEAKING**  
**Sub-Strand I EVERYDAY ORAL COMMUNICATION**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.1.LO.1</p> <p>Describe feelings about experiences and give reasons to explain those feelings.</p>	<p><b>Communication and Collaboration:</b> Different styles of communication are appropriate in different situations. Expression of emotions requires wider repertoire of vocabulary, deep subject matter knowledge, speech perception and the effective format to communicate.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>



		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groups which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, social</p>
--	--	--

		cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.
--	--	--

<p>3.2.1.LO.2</p> <p>Explain a viewpoint on the use of social media giving the advantages and disadvantages of various types.</p>	<p><b>Critical Thinking and problem solving:</b> The most important skill debaters learn is the ability to think rigorously and critically. Debate participation promotes problem solving and innovative thinking and helps learners to build links between words and ideas that make concepts more meaningful. Learners are taught to synthesise wide bodies of complex information, and to exercise creativity in implementing different ways of knowledge. Learning to think well has far reaching effects into every aspect of a learner's life.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher</p>
---	--	--

		<p>should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have</p>
--	--	--

		a sense of national identity.
3.2.1.LO.3		
Construct a chain of reasoned argument about the dangers of bad habits to the individual and the society.	<p><b>Communication and Collaboration:</b> Different styles of communication are appropriate in different situations. To have the skill for organisational management requires wider repertoire of vocabulary, deep subject matter knowledge, speech perception and the effective format to communicate. This lesson is designed to achieve that.</p> <p><b>Innovation and Creativity:</b> Organisational skills go with creativity and innovation, where developing new ideas and coming up with new and imaginative ways of achieving results are the target of this exercises. Organizing a successful meeting requires learners to follow an orderly process, with expected creative interventions in order to achieve a better result.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated</p>

		<p>throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of</p>
--	--	--

		belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.
3.2.1.LO.4		
Give a word-to-word translation of simple sentences in a text from Arabic to English or vice versa.	<p><b>Communication:</b> Successful communication requires appropriate language use. With appropriate scenario 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 denotative and connotative meanings of words, phrases and sentences in a text from Arabic to English or vice versa.</p> <p><b>Global Citizenship:</b> Learners become conscious of current local and global issues and relate well with people from different cultures by acquiring global citizenship and displaying leadership skills through translation of different languages and interpretation of diverse cultures.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p> <ul style="list-style-type: none"> <li>● Social Cohesion</li> <li>● Empathy</li> <li>● Trustworthy</li> <li>● Courage</li> <li>● Integrity</li> </ul>
--	--	---



3.2.1.LO.5		
<p>Give the connotative meanings of words, phrases and sentences in a text from Arabic to English or vice versa.</p>	<p><b>Communication:</b> Successful communication requires appropriate language use. With appropriate scenario 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 denotative and connotative meanings of words, phrases and sentences in a text from Arabic to English or vice versa.</p> <p><b>Global Citizenship:</b> Learners become conscious of current local and global issues and relate well with people from different cultures by acquiring global citizenship and displaying leadership skills through translation of different languages and interpretation of diverse cultures.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning</p>

		<p>strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p> <ul style="list-style-type: none"> <li>● Social Cohesion</li> <li>● Empathy</li> <li>● Trustworthy</li> <li>● Courage</li> <li>● Integrity</li> </ul>
--	--	--

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI			Assessment
3.2.1.CS.1	3.2.1.LI.1			3.2.1.AS.1
Demonstrate knowledge and understanding of the construction of clear expression of feelings and reasons to explain those feelings. (B1)	<p><b>Describe real event and personal experience which leaves strong impression in mind</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Translation Game:</b> Teacher gives each group in class a list of emotions adjectives to take turns in adding part of a story appropriately using as many of the words as they can. For example, one group starts the story with “Musa woke up in a really sad mood” and the next group continues with “Seeing his sister’s moody face just made him feel worse”. The group with most adjectives wins.</p> <p><b>Sensitivity to various spheres of life:</b> With repeated exercises learners will learn to retain an element of poise and composure, while expressing their feelings and addressing issues rather than getting carried away emotionally.</p>			<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>3.2.1.LI.2</p> <p><b>Give detailed accounts of personal experiences, describing feelings and reactions.</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Translation Game:</b> Teacher gives each group in class a list of emotions adjectives to take turns in adding part of a story appropriately using as many of the words as they can. For example, one group starts the story with “Musa woke up in a really sad mood” and the next group continues with “Seeing his sister’s moody face just made him feel worse”. The group with most adjectives wins.</p> <p><b>Sensitivity to various spheres of life:</b> With repeated exercises learners will learn to retain an element of poise and composure, while expressing their feelings and addressing issues rather than getting carried away emotionally.</p>			<p>3.2.1.AS.2</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>● Drama space.</li> <li>● Acting Costume.</li> </ul>	<ul style="list-style-type: none"> <li>● Local and Foreign Currencies.</li> <li>● Audio-visual materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI			Assessment
3.2.1.CS.2	3.2.1.LI.1			3.2.1.AS.1
Demonstrate knowledge and understanding of viewpoints expressed in media on a topical issue giving the advantages and disadvantages of various options. (A2)	<p><b>Describe social media and its significant impact on people’s lives in today’s world.</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities:</b> Learners are prepared for a simulation of a group debate. The debate shall comprise a group for the advantages of social media, and another group for the disadvantages of the media. The points are collated, and the cogent ones recorded for the learners</p> <p><b>GESI-Conscious activity:</b> The simulation gives learners the understanding of instances of GESI biases in their communities, and through awareness activities they work to bring about the needed cultural changes.</p>			Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	<p>3.1.2.1LI.2</p> <p><b>Give a viewpoint on the use of social media giving its advantages and disadvantages</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities:</b> Learners are prepared for a simulation of a group debate. The debate shall comprise a group for the advantages of social media, and another group for the disadvantages of the media. The points are collated, and the cogent ones recorded for the learners.</p> <p><b>GESI-conscious activity:</b> The simulation gives learners the understanding of instances of GESI biases in their communities, and through awareness activities they work to bring about the needed cultural changes.</p>			3.2.1.AS.2 Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>● Drama space.</li> <li>● Acting Costume.</li> </ul>	<ul style="list-style-type: none"> <li>● Local and Foreign Currencies.</li> <li>● Audio-visual materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI		Assessment
3.2.1.CS.3	3.2.1.LI.1		3.2.1.AS.1
Demonstrate knowledge and understanding of developing an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. (B2)	<p><b>Give 5-point reasoned argument about the dangers of a bad habit to the individual</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>Each prepares a 5-point reasoned argument about the dangers of a bad habit to the individual and presents to the class. The presentations are collated and the best five are selected as the 5-point reasoned argument.</li> </ul> <p><b>GESI-conscious activity:</b> The simulation gives learners the understanding of instances of GESI biases in their communities, and through awareness activities they work to bring about the needed cultural changes.</p>		Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning
	3.2.1.LI.2		3.2.1.AS.2
	<p><b>Give 5-point reasoned argument about the dangers of uncontrolled drug use to the society</b></p> <p><b>Project-Based Learning, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>Each prepares a 5-point reasoned argument about the dangers of a bad habit to the society and presents to the class. The presentations are collated and the best five are selected as the 5-point reasoned argument.</li> </ul> <p><b>GESI-conscious activity:</b> The simulation gives learners the understanding of instances of GESI biases in their communities, and through awareness activities they work to bring about the needed cultural changes.</p>		Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning
	<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>Textbooks and Reading materials for speech drills.</li> <li>Role playing.</li> <li>Drama space.</li> </ul>	<ul style="list-style-type: none"> <li>Acting Costume.</li> <li>Local and Foreign Currencies.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.2.1.CS.4	3.2.1.LI.1	3.2.1.AS.1
Demonstrate knowledge and application of basic translation/interpretation rules and methods involving Arabic and English texts from different fields and varying degrees of difficulty.	<p><b>Give a word-to-word translation of simple Arabic sentences into English</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities:</b> Teacher gives each group in class a simple English/Arabic texts to take turns in giving word-to-word translation of sentences from the competing group. The use of dictionaries is allowed in this exercise. The winner group would be the one that appropriately translates the sentences from the other group with the right tenses, gender and number.</p> <p><b>GESI-conscious class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate sound levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
	3.2.1.LI.2	3.2.1.AS.2
	<p><b>Give a word-to-word translation of simple English sentences into Arabic.</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities:</b> Teacher gives each group in class a simple English/Arabic texts to take turns in giving word-to-word translation of sentences from the competing group. The use of dictionaries is allowed in this exercise. The winner group would be the one that appropriately translates the sentences from the other group with the right tenses, gender and number.</p> <p><b>GESI-conscious class management</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate sound levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-Control in managing emotions and social awareness.</li> </ul>	<p>Level 1 Recall  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>

	3.2.1.LI.3		3.2.1.AS.3	
	<p><b>Tell the connotative meanings of Arabic phrases and sentences in an English text.</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities:</b> Teacher gives each group in class a simple English/Arabic texts to take turns in giving word-to-word translation of sentences from the competing group. The use of dictionaries is allowed in this exercise. The winner group would be the one that appropriately translates the sentences from the other group with the right tenses, gender and number.</p> <p><b>GESI-conscious class management:</b></p> <ul style="list-style-type: none"> <li>• Sitting arrangement with fair visibility for all learners.</li> <li>• Appropriate sound levels for various hearing challenges.</li> <li>• Group learning with equal participation and mentorship.</li> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-Control in managing emotions and social awareness.</li> </ul>		<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>	
	3.2.1.LI.4		3.2.1.AS.4	
	<p><b>Tell the connotative meanings of English phrases and sentences in an Arabic text.</b></p> <p><b>Project-based learning, inquiry-based, think-pair share activities:</b> Teacher gives each group in class a simple English/Arabic texts to take turns in giving word-to-word translation of sentences from the competing group. The use of dictionaries is allowed in this exercise. The winner group would be the one that appropriately translates the sentences from the other group with the right tenses, gender and number.</p> <p><b>GESI-conscious class management:</b></p> <ul style="list-style-type: none"> <li>• Sitting arrangement with fair visibility for all learners.</li> <li>• Appropriate audio levels for various hearing challenges.</li> <li>• Group learning with equal participation and mentorship.</li> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-Control in managing emotions and social awareness.</li> </ul>		<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• Textbooks and Reading materials for speech drills.</li> <li>• Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Drama space.</li> <li>• Acting Costume.</li> </ul>	<ul style="list-style-type: none"> <li>• Local and Foreign Currencies.</li> <li>• Audio-visual materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive materials.</li> </ul>

**Subject ARABIC**  
**Strand 2 SPEAKING**  
**Sub-Strand 2 ORACY AND AESTHETICS**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
3.2.2.LO.1		
<p>Narrate, in your own words, a simple known African story, applying characterisation and plot.</p>	<p><b>Innovation and creativity:</b> Planning and putting together all the necessary ingredients to create a story within a short time will definitely equip learners with creative prowess and dexterity, besides ability to view available materials in new ways or from a different perspective and generate from them new possibilities or new alternatives.</p> <p><b>Collaboration:</b> Contribution from each learner to put together a literary piece recognises individual’s skills and talent. This recognition encourages teamwork and cross-fertilisation. The opportunity to work in the same environment and platform promotes understanding and respect for all perspectives, and individual contributions which can only manifest through group project work and presentations.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and</li> </ul>
3.2.2.LO.2		
<p>Create a short story of your own, using simple literary devices of your choice.</p>		



		<p>biases about gender roles in Arabic education.</p> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in individual learning groupings which are based on visual, auditory, and kinaesthetic learning styles. Learners understand individual learning challenges and deficiencies, and strategies to address them.</li> <li>● Exhibiting motivation, and SMART goal setting in an environment where different listening times and opportunity are allocated to each member of the group to make an input, this can help learners organise themselves according to their different skills and capabilities.</li> <li>● Managing emotions and conflicts as they interact among themselves during the lesson.</li> <li>● Showing empathy and cooperation as mixed-ability group of learners gives</li> </ul>
--	--	---

		<p>high cognitive ability learners a platform to tell their observations, while it gives low cognitive abilities a way of collaborating with and learning from their peers.</p> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p> <ul style="list-style-type: none"> <li>● Social Cohesion</li> <li>● Empathy</li> <li>● Trustworthy</li> <li>● Courage</li> </ul>
<p>3.2.2.LO.3</p> <p>Compose a simplified line of poetry of your own, using a modelled structure and theme.</p>	<p><b>Innovation and creativity:</b></p> <ul style="list-style-type: none"> <li>● Among all the creative writings poetry seems to have complex form and literary devices.</li> <li>● Therefore, planning and putting together all the necessary materials to create a simple poem would require constant practice and repeated exercises. This exercise will equip learners with the necessary skills and creativity to compose poems of their own. Learners will be required to view available materials in new ways or from different perspectives and generate from them new possibilities or new alternatives.</li> </ul> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>● Contribution from each learner to put together a literary piece recognises individual's skill and talent. This recognition encourages teamwork and cross-fertilisation.</li> <li>● The opportunity to work in the same environment and platform promotes understanding and respect for all perspectives, and</li> </ul>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about</li> </ul>

	<p>individual contributions which can only manifest through group project work and presentations</p>	<p>gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</p> <ul style="list-style-type: none"> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social</p>
--	--	--

		cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.
--	--	--

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.2.2.CS.1	3.2.2.LI.1	3.2.2.AS.1
<p>Demonstrate knowledge and creativity in recounting known African stories in Arabic, applying common artistic and literary devices.</p>	<p><b>Give summaries of the short stories from the following book, using your own words:</b></p> <p style="text-align: right;">الخط الاستواء.</p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Storytelling Contest:</b> Learners are put in groups and each group is encouraged to summarise a selected story from a prescribed story book on their own words, using the following format:</p> <ul style="list-style-type: none"> <li>● An introductory sentence – Opening scene.</li> <li>● Learners’ own words.</li> <li>● The main ideas of the story.</li> </ul> <p><b>De-stressing Stories:</b> Speaking out and telling your story help to alleviate stress. Learners may use it to talk out their worries, and to vent out pent up feelings and emotions for their mental health and a solution to de-stress.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning from experiences of others:</b> Stories help learners to explore significant differences of human ideas, beliefs, just as they help them to discover ordinary human ways of understanding life, and how they manage their deficiencies and overcome their challenges.</p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>3.2.2.LI.2</p> <p><b>Give a summary of any of the short stories from the following book, using your own words:</b></p> <p style="text-align: right;">رحلة البحث عن الإنسان</p> <p><b>Project-based learning, inquiry-based, think-pair share activities, storytelling contest:</b> Learners are put in groups and each group is encouraged to summarize a selected story from a prescribed story book in their own words, using the following format:</p>	<p>3.2.2.AS.2</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<ul style="list-style-type: none"> <li>● An introductory sentence – Opening scene.</li> <li>● Learners’ own words.</li> <li>● The main ideas of the story.</li> </ul> <p><b>De-stressing Stories:</b> Speaking out and telling your story help to alleviate stress. Learners may use it to talk out their worries, and to vent out pent up feelings and emotions for their mental health and a solution to stress.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning from experiences of others:</b> Stories help learners to explore significant differences of human ideas, beliefs, just as they help them to discover ordinary human ways of understanding life, and how they manage their deficiencies and overcome their challenges.</p>	
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Projector.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> <li>● Audio materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.2.2.CS.2	3.2.2.LI.1	3.2.2.AS.1
<p>Demonstrate knowledge and creativity in storytelling, using simple narrative structure.</p>	<p><b>Adapt the plot of a story from the following book, create your character and few simple events, using scenes from your environment.</b></p> <p style="text-align: right;">الخط الاستواء</p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Creative Exercises:</b> The teacher introduces the art of narration and takes learners through the processes of putting together a simple narrative fiction through strong written visuals with an emotional impact, using the following literary elements:</p> <ul style="list-style-type: none"> <li>● Plot</li> <li>● Character development</li> <li>● Theme</li> <li>● Visual Descriptions</li> <li>● Point of View</li> <li>● Imaginative Language</li> <li>● Emotional Appeal</li> </ul> <p>Each group is then asked to prepare a draft of their story and make an oral presentation in class, reading from a script, with the record of the contribution of each member to the project.</p> <p><b>De-stressing Stories:</b> Speaking out and telling your story help to alleviate stress. Learners may use it to talk out their worries, and to vent out pent up feelings and emotions for their mental health and a solution to stress.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning from experiences of others:</b> Stories help learners to explore significant differences of human ideas, beliefs, just as they help them to discover ordinary human ways of understanding life, and how they manage their deficiencies and overcome their challenges.</p>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>3.2.2.LI.2</p> <p><b>Adapt any of the stories from the following book, create your character and few simple events, using common literary elements.</b></p> <p style="text-align: right;">رحلة البحث عن الإنسان</p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Creative Exercises:</b> The teacher introduces the art of narration and takes learners through the processes of putting together a simple narrative fiction through strong written visuals with an emotional impact, using the following literary elements:</p> <ul style="list-style-type: none"> <li>● Plot</li> <li>● Character development</li> <li>● Theme</li> <li>● Visual Descriptions</li> <li>● Point of View</li> <li>● Imaginative Language</li> <li>● Emotional Appeal</li> </ul> <p>Each group is then asked to prepare a draft of their story and make an oral presentation in class, reading from a script, with the record of the contribution of each member to the project</p> <p><b>De-stressing Stories:</b> Speaking out and telling your story help to alleviate stress. Learners may use it to talk out their worries, and to vent out pent up feelings and emotions for their mental health and a solution to stress.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning from experiences of others:</b> Stories help learners to explore significant differences of human ideas, beliefs, just as they help them to discover ordinary human ways of understanding life, and how they manage their deficiencies and overcome their challenges.</p>	<p>3.2.2.AS.1</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Projector.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> <li>● Audio materials.</li> </ul>



Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.2.2.CS.3	3.2.2.LI.1	3.2.2.AS.1
<p>Demonstrate knowledge and creativity in composing simple lines of poetry, using sampled structure.</p>	<p><b>Recite a simple modern poem of 20 lines from memory, at a reasonable speed</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• The teacher introduces poetry composition and takes learners through the processes of putting together a few lines of poetry through strong listeners’ minds’ eyes with imagery and concrete words that appeal to the senses.</li> <li>• Each group is then required to prepare a draft of their poem and make a group recitation in class, reading from a script, with rhyming sound but little attention to the poetic meter.</li> </ul> <p><b>De-stressing Recitation:</b> Speaking out and telling your story help to alleviate stress. Learners may use it to talk out their worries, and to vent out pent up feelings and emotions for their mental health and a solution to stress.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning from experiences of others:</b> Stories help learners to explore significant differences of human ideas, beliefs, just as they help them to discover ordinary human ways of understanding life, and how they manage their deficiencies and overcome their challenges.</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>
	3.2.2.LI.2	3.2.2.AS.2
	<p><b>Recite a simple poem of 10 lines of your own creation, at normal and reasonable Speed</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• The teacher introduces poetry composition and takes learners through the processes of putting together a few lines of poetry through strong listeners’ minds’ eyes with imagery and concrete words that appeal to the senses.</li> <li>• Each group is then required to prepare a draft of their poem and make a group recitation in class, reading from a script, with rhyming sound but little attention to the poetic meter.</li> </ul> <p><b>De-stressing Recitation:</b> Speaking out and telling your story help to alleviate stress. Learners may</p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>

	<p>use it to talk out their worries, and to vent out pent up feelings and emotions for their mental health and a solution to de-stress.</p> <p><b>Collaborative learning:</b> 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.</p> <p><b>Learning from experiences of others:</b> Stories help learners to explore significant differences of human ideas, beliefs, just as they help them to discover ordinary human ways of understanding life, and how they manage their deficiencies and overcome their challenges.</p>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for speech drills.</li> <li>● Projector.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> <li>● Audio materials.</li> </ul>

**Subject ARABIC**  
**Strand 2 SPEAKING**  
**Sub-Strand 3 GRAMMAR**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.3.LO.1</p> <p>Analyse the grammatical functions of the various components of the syntactic structure of Arabic Sentence.</p>	<p><b>Communication:</b> Grammar is the structural foundation of what a speaker wants to communicate and what they really mean. Grammar fosters precision, detect ambiguity, and exploit the richness of expression available in Arabic.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.2.3.CS.1	3.2.3.LI.1	3.2.3.AS.1
<p>Demonstrate knowledge and understanding of types of sentences and the grammatical functions of their extended components.</p>	<p><b>Analyse the grammatical functions of the various components of the Arabic Nominal Sentence.</b></p> <p><b>Project-Based Learning, Enquiry Project-Activities, Group Discussions, Think-Pair Square Activities, Group Activities:</b></p> <ul style="list-style-type: none"> <li>Learners play an elimination game where a group is eliminated if it fails to identify from the statements of other groups, the following: <ul style="list-style-type: none"> <li>منصوبات الأسماء (المفاعيل)</li> <li>مجرورات الأسماء ( مجرور بالحرف، وبالإضافة، وبالتبعية)</li> <li>الفعل المعرب (إعراب فعل المضارع)</li> <li>أحكام العدد</li> <li>ما يعرب بالعلامات الفرعية</li> <li>الإعراب الظاهر والإعراب التقديري</li> </ul> </li> <li>The group that succeeds in giving the right answer invites whichever group it wishes to do grammatical analysis of any of the units from any sentence.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>Sitting arrangement with fair visibility for all learners.</li> <li>Appropriate audio levels for various hearing challenges.</li> <li>Group learning with equal participation and mentorship.</li> <li>Appropriate choice of words conscious of the feelings of others.</li> <li>Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
	3.2.3.LI.2	3.2.3.AS.2
	<p><b>Analyse the grammatical functions of the various components of the syntactic structure of Arabic Verbal Sentence.</b></p> <p><b>Project-Based Learning, Enquiry Project-Activities, Group Discussions, Think-Pair Square</b></p>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b></p>

	<p><b>Activities, Group Activities:</b></p> <ul style="list-style-type: none"> <li>Learners play an elimination game where a group is eliminated if it fails to identify from the statements of other groups, the following: <ul style="list-style-type: none"> <li>● منصوبات الأسماء (المفاعيل)</li> <li>● مجرورات الأسماء ( مجرور بالحرف، وبالإضافة، وبالتبعية)</li> <li>● الفعل المعرب (إعراب فعل المضارع)</li> <li>● أحكام العدد</li> <li>● ما يعرب بالعلامات الفرعية</li> <li>● الإعراب الظاهر والإعراب التقديري</li> </ul> </li> <li>The group that succeeds in giving the right answer invites whichever group it wishes to do grammatical analysis of any of the units from any sentence.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>Sitting arrangement with fair visibility for all learners.</li> <li>Appropriate audio levels for various hearing challenges.</li> <li>Group learning with equal participation and mentorship.</li> <li>Appropriate choice of words conscious of the feelings of others.</li> <li>Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>Textbooks and Reading materials for Classical Arabic Poetry.</li> <li>Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>Projector.</li> <li>Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 3 READING**  
**Sub-Strand I PHONOLOGICAL AWARENESS / ORAL READING FLUENCY**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
3.3.1.LO.1		
Apply reading rules of classical poetry with precision and at a reasonable speed.	<b>Communication:</b> Reading aloud and having the feel of the rhythmic sound of your voice enhances social-emotional connection and empathy. The exercise does not only increase learners’ attention span but makes information easier to remember and increases vocabulary development which are vital for communication skills.	<b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:
3.3.1.LO.2		
Apply reading rules of classical prose with precision and at a reasonable speed	<b>Critical Thinking and problem solving:</b> The written form of the Arabic language has many distinctive orthographic features. These features present reading challenges to non-native learners of the Arabic language. Therefore, surmounting the challenges of visual characteristics of Arabic orthography on speed and accuracy of reading will require cognitive and psycholinguistic abilities which involves critical thinking.	<ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> </ul>
3.3.1.LO.3		
Apply reading rules of modern poetry with precision and at a reasonable speed.		<ul style="list-style-type: none"> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> </ul>
3.3.1.LO.4		
Apply reading rules of modern prose with precision and at a reasonable speed.		<ul style="list-style-type: none"> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated</p>

		<p>throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p> <ul style="list-style-type: none"> <li>● Social Cohesion</li> <li>● Empathy</li> <li>● Trustworthy</li> <li>● Courage</li> </ul>
--	--	---



Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.3.1.CS.1	3.3.1.LI.1	3.3.1.AS.1
<p>Demonstrate understanding and application of reading rules of classical literature at a reasonable speed and precision</p>	<p><b>Read texts of semi-vowelized nature consisting of complex combination of metric lines, verses, patterns, and rhythm, slowly, and at gradually increasing speed</b></p> <p><b>Active Learning, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>The teacher prepares learners in groups. Each group picks a text from the following classical poets: <ul style="list-style-type: none"> <li>زهير بن أبي سلمى وأبياته الحكيمية</li> <li>تماضر الخنساء وقصيدتها: صخر الندى وذكر الدائم.</li> <li>قصيدة فتح مكة – حسان بن ثابت</li> <li>الشنفري ولأميته</li> </ul> </li> <li>The group reads a line of a poem and calls any group of its choice to read the following line. The invited group can pick any of its members to read. The group then also pick any group to read the following line, like that until the entire poem is read</li> <li>A member from any group has only one reading slot until every member in the group has taken his/her turn. After each round this exercise is repeated with gradual increase of reading speed.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>Sitting arrangement with fair visibility for all learners.</li> <li>Appropriate audio levels for various hearing challenges.</li> <li>Group learning with equal participation and mentorship.</li> <li>Appropriate choice of words conscious of the feelings of others.</li> <li>Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>
	3.3.1.LI.2	3.3.1.AS.2
	<p><b>Read texts of semi-vowelized nature consisting of free-flowing sentences, paragraphs, and chapters, slowly, and at gradually increased speed</b></p> <p><b>Active learning, think-pair share activities</b></p> <ul style="list-style-type: none"> <li>The teacher prepares learners in groups. Each group picks a text from the following classical Arabic prose:</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical</p>

	<ul style="list-style-type: none"> <li>● أكتف بن الصبف وخطبته</li> <li>● خطبة حجة الوداع</li> <li>● علي بن أبي طالب وخطبته</li> </ul> <ul style="list-style-type: none"> <li>● The group reads a paragraph and calls any group of its choice to read the following paragraph. The invited group can pick any of its members to read. The group then also pick any group to read the following paragraph. This is repeated until the entire poem is read.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-Control in managing emotions and social awareness.</li> </ul>	<ul style="list-style-type: none"> <li>● thinking and reasoning</li> </ul>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for Modern Arabic Prose.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.3.1.CS.2	3.3.1.LI.1	3.3.1.AS.1
<p>Demonstrate understanding and application of reading rules of modern poetry at a reasonable speed and with clarity and precision.</p>	<p><b>Read texts of semi-vowelized nature consisting of complex combination of long words slowly, and at gradually increased speed</b></p> <p><b>Active Learning, Think-Pair Share Activities</b></p> <ul style="list-style-type: none"> <li>● The teacher prepares learners in groups. Each group picks a text from the following Modern Arabic poets: <ul style="list-style-type: none"> <li>● عبد الله بن الفودي وقصيدته رسالة النصائح.</li> <li>● عيسى ألبى أبوبكر وقصيدته آفة العصر.</li> <li>● حافظ إبراهيم وقصيدته اللغة العربية، وتربية النساء.</li> <li>● قصيدة إلى دودة – ميخائيل نعيمة</li> </ul> </li> <li>● The group reads a line of a poem and calls any group of its choice to read the following line. The invited group can pick any of its members to read. The group then also pick any group to read the following line, this is repeated until the entire poem is read</li> <li>● A member from any group has only one reading slot until every member in the group has taken his/her turn. After each round this exercise is repeated with gradual increase of reading speed.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  Level 4 Extended critical thinking and reasoning</p>
	<p>3.3.1.LI.2</p> <p><b>Read texts of semi-vowelized nature consisting of complex combination of long words slowly, and at gradually increased speed</b></p> <p><b>Active learning, think-pair share activities:</b></p> <ul style="list-style-type: none"> <li>● The teacher prepares learners in groups. Each group picks a text from the following Modern Arabic prose:</li> </ul>	<p>3.3.1.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical</p>

	<ul style="list-style-type: none"> <li>● مصطفى لطفى المنفلوطي وقصته اليتيم والحجاب</li> <li>● زكريا حسين وقصص خط الاستواء</li> <li>● كمال الدين بالغون وقصة رحلة البحث عن الإنسان.</li> </ul> <ul style="list-style-type: none"> <li>● The group reads a paragraph of a poem and calls any group of its choice to read the following paragraph. The invited group can pick any of its members to read. The group then also pick any group to read the following paragraph. This is repeated until the entire story is read.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-Control in managing emotions and social awareness.</li> </ul>	<p>thinking and reasoning</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for Modern Arabic Prose.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 3 READING**  
**Sub-Strand 2 READING COMPREHENSION**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
3.3.2.LO.1		
<p>Explain the content of nonfictional texts using clues that are embedded in them highlighting the purpose and the underpinning message.</p>	<p><b>Communication:</b> Reading comprehension involves cognitive process of decoding symbolic representations on paper or any written material. The reader must have a base knowledge to recognize and interpret those symbols that create the language, as well as a vocabulary in that language, and an understanding of the grammar rules. Communication takes place when the reader uses higher-level processing to determine the meaning of the text and author purpose, among other things.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>
3.3.2.LO.2		
<p>Identify clues that are embedded in the classical Arabic prose in order to make inferences regarding the ideas and the meanings of the texts.</p>	<p><b>Critical thinking and problem solving:</b> Reading is connected to cognitive learning as it works with the development of recognition, attention, vocabulary, grammar and comprehension monitoring. In order to settle on the possible meanings of unknown words and the general idea of a text, the learner intellectually and skilfully conceptualises, synthesises and analyses information from the text.</p>	
3.3.2.LO.3		
<p>Explain clues that are embedded in the classical Arabic poetry in order to make inferences regarding the ideas and the meanings of the texts.</p>		
3.3.2.LO.4		
<p>Explain clues that are embedded in the Modern Arabic poetry in order to make inferences regarding the ideas and the meanings of the texts.</p>		

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p> <ul style="list-style-type: none"> <li>● Social Cohesion</li> <li>● Empathy</li> <li>● Trustworthy</li> <li>● Courage</li> </ul>
--	--	--

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.3.2.CS.1	3.3.2.LI.1	3.3.2.AS.1
Demonstrate knowledge and understanding of straightforward nonfictional texts using reading strategies of literary writings. (B1, CEFR)	<p><b>Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>● Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>● The teacher takes learners through general strategies for reading comprehension, as follows:               <ul style="list-style-type: none"> <li>• Prior Knowledge/Previewing</li> <li>• Predicting</li> <li>• Identifying the Main Idea and Summarisation</li> <li>• Questioning</li> <li>• Making Inferences</li> <li>• Visualising</li> </ul> </li> <li>● The teacher then explicitly instructs learners why and when they should use the comprehension strategies, what strategies to use, and how to apply them.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>            Level 4 Extended critical thinking and reasoning</p>
	3.3.2.LI.2	3.3.2.AS.2
	<p><b>Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of a textbook passage, newspaper or magazine article.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>● Through cooperative learning, learners are prepared to work together either as partners or in</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>            Level 4 Extended critical</p>

	<p>small groups on clearly defined instructions and tasks.</p> <ul style="list-style-type: none"> <li>● The teacher takes learners through general strategies for reading comprehension, as follows: <ul style="list-style-type: none"> <li>• Prior Knowledge/Previewing</li> <li>• Predicting</li> <li>• Identifying the Main Idea and Summarisation</li> <li>• Questioning</li> <li>• Making Inferences</li> <li>• visualising</li> </ul> </li> <li>● The teacher then explicitly instructs learners why and when they should use the comprehension strategies, what strategies to use, and how to apply them.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-Control in managing emotions and social awareness.</li> </ul>	<p>thinking and reasoning</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for Modern Arabic Poetry.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>



Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.3.2.CS.2	3.3.2.LI.1	3.3.2.AS.1
<p>Demonstrate knowledge and understanding of fictional texts, using appropriate reference tools, with a broad active reading vocabulary. (BI, CEFR)</p>	<p><b>Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b>  Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.  The teacher now asks learners to apply textually explicit meaning (meaning that was directly stated in the text), textually implicit meaning (meaning that was implied in the text), and meaning entirely from the learners' own background knowledge, to analyse the following text:</p> <ul style="list-style-type: none"> <li>● أكنم بن الصيفي وخطبته</li> <li>● خطبة حجة الوداع</li> <li>● الشنفرى ولاميته</li> <li>● علي بن أبي طالب وخطبته</li> </ul> <p><b>GESI-sensitive class management</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	<p>3.3.2.LI.2</p> <p><b>Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of the text.</b></p> <ul style="list-style-type: none"> <li>• Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• The teacher now asks learners to apply textually explicit meaning (meaning that was directly stated in the text), textually implicit meaning (meaning that was implied in the text), and meaning entirely from the learners' own background knowledge, to analyse the following text: <ul style="list-style-type: none"> <li>• أكرم بن الصيفي وخطبته</li> <li>• خطبة حجة الوداع</li> <li>• الشنفرى ولأميته</li> <li>• علي بن أبي طالب وخطبته</li> </ul> </li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>• Sitting arrangement with fair visibility for all learners.</li> <li>• Appropriate audio levels for various hearing challenges.</li> <li>• Group learning with equal participation and mentorship.</li> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-Control in managing emotions and social awareness.</li> </ul>	<p>3.3.2.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
--	--	---

	<p>3.3.2.LI.3</p> <p><b>Identify the theme(s) and the general idea of the poem and explain the general meaning of the text.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• The teacher supports learners to recognise the following poetry characteristics and conventions: meter, form, figurative/literary devices, sound patterns.</li> <li>• Learners then make a brief presentation on a simple analysis of the following poems: <ul style="list-style-type: none"> <li>• زهير بن أبي سلمى وأبياته الحكيمية</li> <li>• تماضر الخنساء وقصيدتها: صخر الندى وذكر الدائم.</li> <li>• الشنفرى ولأميته</li> </ul> </li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>• Sitting arrangement with fair visibility for all learners.</li> <li>• Appropriate audio levels for various hearing challenges.</li> <li>• Group learning with equal participation and mentorship.</li> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-Control in managing emotions and social awareness.</li> </ul>	<p>3.3.2.AS.3</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
	<p>3.3.2.LI.4</p> <p><b>Explain subsidiary ideas of the text and explain the implicit as well as explicit meanings of the key words.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• The teacher supports learners to recognize the following poetry characteristics and conventions: meter, form, figurative/literary devices, sound patterns.</li> <li>• Learners then make a brief presentation on a simple analysis of the following poems: <ul style="list-style-type: none"> <li>• زهير بن أبي سلمى وأبياته الحكيمية</li> <li>• تماضر الخنساء وقصيدتها: صخر الندى وذكر الدائم.</li> </ul> </li> </ul>	<p>3.3.2.AS.4</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	<p style="text-align: right;">● الشنفرى ولاميتة</p> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-Control in managing emotions and social awareness.</li> </ul>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for Modern Arabic Poetry.</li> <li>● Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>● Projector</li> <li>● Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
<p>3.3.2.CS.3</p> <p>Demonstrate knowledge and understanding of modern poetry, using appropriate reference tools, with a broad active reading vocabulary. (BI, CEFR)</p>	<p>3.3.2.LI.1</p> <p><b>Identify the theme(s) and the general idea of the poem and explain the general meaning of the text.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>● Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>● The teacher supports learners to recognise the following poetry characteristics and conventions: meter, form, figurative/literary devices, sound patterns.</li> <li>● Engaging emotionally with the poem.</li> <li>● The teacher now asks learners in their groups to carry out comprehension exercises:</li> <li>● Learners then make a brief presentation on a simple analysis of the following poems:</li> </ul> <p style="text-align: right;"> <ul style="list-style-type: none"> <li>● عبد الله بن الفودي وقصيدته رسالة الناصح.</li> <li>● عيسى ألي أبو بكر وقصيدته آفة العصر.</li> <li>● حافظ إبراهيم وقصيدته اللغة العربية، وتربية النساء</li> </ul> </p> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-Control in managing emotions and social awareness.</li> </ul>	<p>3.3.2.AS.1</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for Modern Arabic Poetry.</li> <li>● Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>● Projector</li> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 3 READING**  
**Sub-Strand 3 READING GRAMMAR**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
3.3.3.LO.1		
Identify the types of sentences in reading texts of varied sentence structures showing the grammatical functions of each component.	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>Grammar is the structural foundation of what a speaker wants to communicate and what they really mean. Grammar fosters precision, detect ambiguity, and exploit the richness of expression available in Arabic.</li> </ul>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p>
3.3.3.LO.2		
Identify the declension of nouns: the three cases, with the rules governing the changing components of number, gender.	<ul style="list-style-type: none"> <li>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 exposes their poor attention to detail, which affects their ability to communicate. So, good communication skills and good grammar are skills to nurture.</li> </ul> <p><b>Critical thinking and Problem solving:</b> Grammar, the organisational principles of Arabic 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 and break it into its component parts and identify objects (nouns), actions (verbs), qualities and quantities (adjectives and adverbs), and so on. With this exercise learners will be developing their critical thinking skills.</p>	<ul style="list-style-type: none"> <li>Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>Embrace diversity and practise inclusion as a means of enhancing employability of all in any labour market.</li> <li>Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p> <ul style="list-style-type: none"> <li>● Social Cohesion</li> <li>● Empathy</li> </ul>
--	--	--

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.3.3.CS.I	3.3.3.LI.I	3.3.3.AS.I
<p>Speaking Good Arabic Grammar Unit: Demonstrate knowledge and understanding of types of sentences and their components: The Subject and Predicate (Complement), The Subject and Predicate (Object)</p>	<p><b>Extract from the passage all nominal sentences and identify their two major components with their grammatical functions and the attached declensions.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>Learners are assigned the task of extracting from a passage focused grammatical elements, under any of the following topics: <ul style="list-style-type: none"> <li>● منصوبات الأسماء (المفاعيل) _ :</li> <li>● مجرورات الأسماء (مجرور بالحرف، وبالإضافة، وبالتبعية)</li> <li>● الفعل المعرب (إعراب فعل المضارع)</li> <li>● أحكام العدد</li> <li>● ما يعرب بالعلامات الفرعية</li> <li>● الإعراب الظاهر والإعراب التقديري</li> </ul> </li> <li>Learners are then asked to identify the lexical and morphological compositions of the text and grammatical function of each component, ending with textual analysis as they apply to the general meaning of the text.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>Sitting arrangement with fair visibility for all learners.</li> <li>Appropriate audio levels for various hearing challenges.</li> <li>Group learning with equal participation and mentorship.</li> <li>Appropriate choice of words conscious of the feelings of others.</li> <li>Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>



	3.3.3.LI.2	3.3.3.AS.2
	<b>Extract from the passage all verbal sentences and identify their two major components with their grammatical functions and the attached declensions.</b>	<b>Level 1 Recall:</b>
	<p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• Learners are assigned the task of extracting from a passage focused grammatical elements, under any of the following topics: <ul style="list-style-type: none"> <li>• منصوبات الأسماء (المفاعيل) _</li> <li>• مجرورات الأسماء ( مجرور بالحرف، وبالإضافة، وبالتبعية)</li> <li>• الفعل المعرب (إعراب فعل المضارع)</li> <li>• أحكام العدد</li> <li>• ما يعرب بالعلامات الفرعية</li> <li>• الإعراب الظاهر والإعراب التقديري</li> </ul> </li> <li>• Learners are then asked to identify the lexical and morphological compositions of the text and grammatical function of each component, ending with textual analysis as they apply to the general meaning of the text.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>• Sitting arrangement with fair visibility for all learners.</li> <li>• Appropriate audio levels for various hearing challenges.</li> <li>• Group learning with equal participation and mentorship.</li> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 2 Skills of conceptual understanding:</b></p> <p><b>Level 3 Strategic reasoning:</b></p> <p>Level 4 Extended critical thinking and reasoning:</p>
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>• Textbooks and Reading materials for Arabic Grammar.</li> <li>• Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Projector.</li> <li>• Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.3.3.CS.2	3.3.3.LI.1	3.3.3.AS.1
<p>Demonstrate knowledge and understanding of the rules of the declension of noun: the three cases, and their associates</p>	<p><b>Extract from the passage the nominative case in nouns with their changing morphological structures and the rules governing their usage.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• Learners are assigned the task of extracting from a passage focused grammatical elements, under any of the following topics: <ul style="list-style-type: none"> <li>• منصوبات الأسماء (المفاعيل) _</li> <li>• مجرورات الأسماء ( مجرور بالحرف، وبالإضافة، وبالتبعية)</li> <li>• الفعل المعرب (إعراب فعل المضارع)</li> <li>• أحكام العدد</li> <li>• ما يعرب بالعلامات الفرعية</li> <li>• الإعراب الظاهر والإعراب التقديري</li> </ul> </li> <li>• Learners are then asked to identify the lexical and morphological compositions of the text and grammatical function</li> <li>• of each component, ending with textual analysis as they apply to the general meaning of the text.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>• Sitting arrangement with fair visibility for all learners.</li> <li>• Appropriate audio levels for various hearing challenges.</li> <li>• Group learning with equal participation and mentorship.</li> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>

	<p>3.3.3.LI.2</p> <p><b>Extract from the passage the accusative case in nouns with their changing morphological structures and the rules governing their usage.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• Learners are assigned the task of extracting from a passage focused grammatical elements, under any of the following topics: <ul style="list-style-type: none"> <li>• منصوبات الأسماء (المفاعيل) _</li> <li>• مجرورات الأسماء ( مجرور بالحرف، وبالإضافة، وبالتبعية)</li> <li>• الفعل المعرب (إعراب فعل المضارع)</li> <li>• أحكام العدد</li> <li>• ما يعرب بالعلامات الفرعية</li> <li>• الإعراب الظاهر والإعراب التقديري</li> </ul> </li> <li>• Learners are then asked to identify the lexical and morphological compositions of the text and grammatical function of each component, ending with textual analysis as they apply to the general meaning of the text.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>• Sitting arrangement with fair visibility for all learners.</li> <li>• Appropriate audio levels for various hearing challenges.</li> <li>• Group learning with equal participation and mentorship.</li> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-Control in managing emotions and social awareness.</li> </ul>	<p>3.3.3.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  Level 4 Extended critical thinking and reasoning</p>
	<p>3.3.3.LI.3</p> <p><b>Extract from the passage the genitive case in nouns with their changing morphological structures and the rules governing their usage.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair</b></p>	<p>3.3.3.AS.3</p> <p><b>Level 1 Recall:</b>  <b>Level 2 Skills of conceptual understanding:</b></p>

	<p><b>share activities</b></p> <ul style="list-style-type: none"> <li>• Through group learning, learners are organised to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• Learners are assigned the task of extracting from a passage focused grammatical elements, under any of the following topics: <ul style="list-style-type: none"> <li>• منصوبات الأسماء (المفاعيل)</li> <li>• مجرورات الأسماء ( مجرور بالحرف، وبالإضافة، وبالتبعية)</li> <li>• الفعل المعرب (إعراب فعل المضارع)</li> <li>• أحكام العدد</li> <li>• ما يعرب بالعلامات الفرعية</li> <li>• الإعراب الظاهر والإعراب التقديري</li> </ul> </li> <li>• Learners are tasked to identify the lexical and morphological compositions of the text and grammatical function of each component, ending with textual analysis as they apply to the general meaning of the text.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>• Sitting arrangement with fair visibility for all learners.</li> <li>• Appropriate audio levels for various hearing challenges.</li> <li>• Group learning with equal participation and mentorship.</li> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning:</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• Textbooks and Reading materials for Arabic Grammar.</li> <li>• Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Projector.</li> <li>• Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 3 READING**  
**Sub-Strand 4 CRITICAL READING**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
3.3.4.LO.1		
<p>Explain the narration, the characters' actions, interactions, and motivations that reflect the story's theme.</p>	<p><b>Global Citizenship:</b> While reading literature, learners explore significant differences and this allows them to experience perspectives of those separated from them by time and social barriers, as it will help them discover pride in their own culture, and gain respect for others.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p>
3.3.4.LO.2		
<p>Explain the employment of artistic and literary devices in weaving the storyline of a fictional narrative.</p>	<p><b>Critical thinking and Problem solving:</b> Learners will examine critically the content of the literary text, interpret it 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.</p>	<ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity, Social Cohesion</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.3.4.CS.1	3.3.4.LI.1	3.3.4.AS.1
Demonstrate understanding and application of strategies of literary appreciation in order to enhance understanding of creative texts.	<p><b>Identify as many broad themes as possible (a thematic concept), as well as the specific theme (a thematic statements) of a literary text</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b> The teacher asks learners to note about a character’s responses as part of a process to analysing a given short story.</p> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b>  Level 2 Skills of conceptual understanding  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>
	3.3.4.LI.2	3.3.4.AS.2
	<p><b>Examine the role and evolution of a character as they reflect the theme of the story</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b> The teacher asks learners to note about a character’s responses as part of a process to analysing a given short story.</p> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b>  Level 2 Skills of conceptual understanding  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>

	<p>3.3.4.LI.3</p> <p><b>Trace the sequence of the major events in a narrative by identifying the actual beginning, the middle and the end</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• The teacher also supports learners use metacognitive strategies to think about and have control over their reading.</li> <li>• The teacher now asks learners to apply textually explicit and implicit meanings to analyse the text.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>• Sitting arrangement with fair visibility for all learners.</li> <li>• Appropriate audio levels for various hearing challenges.</li> <li>• Group learning with equal participation and mentorship.</li> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-control in managing emotions and social awareness.</li> </ul>	<p>3.3.4.AS.3</p> <p><b>Level 1 Recall</b>  Level 2 Skills of conceptual understanding  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>
	<p>3.3.4.LI.4</p> <p><b>Analyse the story and present your own viewpoints and judgments of the author's ideas</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Through cooperative learning, learners are prepared to work together either as partners or in small groups on clearly defined instructions and tasks.</li> <li>• The teacher also supports learners use metacognitive strategies to think about and have control over their reading.</li> <li>• The teacher now asks learners to apply textually explicit and implicit meanings to analyse the text.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>• Sitting arrangement with fair visibility for all learners.</li> <li>• Appropriate audio levels for various hearing challenges.</li> <li>• Group learning with equal participation and mentorship.</li> </ul>	<p>3.3.4.AS.4</p> <p><b>Level 1 Recall</b>  Level 2 Skills of conceptual understanding  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>



	<ul style="list-style-type: none"> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-control in managing emotions and social awareness.</li> </ul>	
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>• Textbooks and Reading materials for Arabic Short Story.</li> <li>• Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 4 WRITING**  
**Sub-Strand I ARABIC ORTHOGRAPHY**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.4.1.LO.1</p> <p>Identify the exceptional spelling and reading rules of words whose word-final is pronounced <i>alif</i> but written <i>yaa</i></p>	<p><b>Communication:</b> The Arabic orthography is highly homographic; words are orthographically similar but carry different phonological meanings offered by the diacritical marks. Modern Arabic orthographic system still presents an interesting reading exceptions and deviations from the established spelling rules. Adhering to orthographic rules is helpful in regulating the communicative process. But still being conscious of these deviations improves learners' writing skills and makes them good communicators.</p> <p><b>Innovation and creativity:</b> Using letters of the alphabet is not only to communicate thoughts and ideas, but it is also used as an art of giving form to these letters in an expressive, harmonious, and skilful manner. Learners will use basic techniques to create beautiful lettering and develop the art of creative and decorative handwriting.</p> <p><b>Critical thinking and Problem solving:</b> Though mental lexicon is organised according to the established Arabic orthographic system, in reading words with exceptions and deviations from the established spelling rules, a decomposing strategy is used to identify the normal components and the deviating ones. Therefore, such identification will require cognitive and psycholinguistic activities which involves critical thinking.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>

		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.4.1.CS.1	3.4.1.LI.1	3.4.1.AS.1
<p>Demonstrate knowledge and understanding of Modern Arabic orthographic system with the exceptions and deviations from the established spelling rules.</p>	<p><b>Apply the spelling and reading rules on words whose word-final is pronounced alif but written yaa.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b> Learners are taken through the reading and writing rules on words whose <i>yaa</i> at word-final is pronounced <i>alif</i>. Learners are then asked to state the rules that explain such conversion.</p> <p style="text-align: right;">أعطى اصطفى معطى مصطفى سعى قضى رمى شكى</p> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>3.4.1.LI.2</p> <p><b>List letters whose sounds are pronounced and yet do not have textual representations, with examples.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities:</b></p> <ul style="list-style-type: none"> <li>● The teacher prepares 3 reading groups, and then states the rules that explain the condition under which a selected sound is pronounced without a written symbol:  الجلالة لفظ في الألف « الله » الرَّحْمَنُ ، إِسْحَقَ ، أَوْلَانِكَ ، السَّمَوَاتِ إِلَهَ كَلِمَةً وَفِي هَذَا إِذَا هَكَذَا ، هُوَ لِأَنَّ هَذِهِ ، هَذَا بِمَثَلِ التَّنْبِيهِ هَاءٌ بَعْدَ يَاءِ الَّذِي الْأَلْفُ فِي الْأَلْفِ « . ذَلِكَ  “ اللّوَاتِ ، اللّاتِ ، اللّتان ، اللّذّان ” بِلَا فِ “ اللّذَيْنِ ، اللّذِي ” فِي اللّامِ</li> </ul> <ul style="list-style-type: none"> <li>● Each group is then asked to justify their answers. Opportunities are given to each member of all groups to participate so that weak ones are mentored.</li> </ul>	<p>3.4.1.AS.2</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-control in managing emotions and social awareness.</li> </ul>	
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials for Arabic Short Story.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 4 WRITING**  
**Sub-Strand 2 COMPOSITION**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values	
3.4.2.LO.1			
Write an expository essay to give an eye-witness account of events, and relevant trends that impacted the event and influenced perceptions of it.	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>Written communication is a crucial skill for learners in this modern information age.</li> <li>Writing methods, styles and diction are essential ingredients for effective communication.</li> <li>These exercises will allow learners to acquire the skill of effective communication which will make their ideas and perspectives clearer to readers.</li> </ul> <p><b>Innovation and creativity:</b> Planning and putting together all the necessary ingredients to compose an essay will definitely equip learners with creative prowess and dexterity, besides prolific writing.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-</i></p>	
3.4.2.LO.2			
Apply the standard pattern and formality of writing formal letter with the typical layout and appropriate style.			
3.4.2.LO.3			
Give the denotative meanings of words, phrases and sentences in a text from Arabic to English or vice versa.	<p><b>Communication:</b> Successful communication requires appropriate language use. With appropriate scenario for learners, they easily accommodate specific norms for pragmatic performance. Learners learn about vital strategies for a variety of scenarios. Learners must be helped to define by themselves the denotative and connotative meanings of words, phrases and sentences in a text from Arabic to English or vice versa.</p>		
3.4.2.LO.4			
Give the connotative meanings of words, phrases and sentences in a text from Arabic to English or vice versa.	<p><b>Global Citizenship:</b> Learners become conscious of current local and global issues and relate well with people from different cultures by acquiring global citizenship and displaying leadership skills through translation of different languages and interpretation of diverse.</p>		

		<p><i>Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, Social Cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p> <ul style="list-style-type: none"> <li>● Truthfulness</li> <li>● Respect</li> <li>● Trustworthy</li> </ul>
--	--	---

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.4.2.CS.1	3.4.2.LI.1	3.4.2.AS.1
Demonstrate knowledge and application of strategies of composing an expository essay on a variety of subjects	<p><b>Brainstorm the subject, idea and relevant facts and the basic framework of an expository essay.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>● Learners are guided to know what type of expository essay is and its characteristics.</li> <li>● Learners are then taken through the writing process and planning, beginning with brainstorming and organisation.</li> <li>● Learners are then assisted in transferring information from planning sheets to the essay itself through drafting, expanding their notes into paragraphs, to produce a complete written work.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-control in managing emotions and social awareness.</li> </ul>	Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b>
	<p>3.4.2.LI.2</p> <p><b>Write a first draft of an expository essay, with a holistic editing, to a second draft, then to proofreading in order to address all grammar, syntax, or spelling issues.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>● Learners are guided to know what type of expository essay is and its characteristics.</li> <li>● Learners are then taken through the writing process and planning, beginning with brainstorming and organisation.</li> <li>● Learners are then assisted in transferring information from planning sheets to the essay itself through drafting, expanding their notes into paragraphs, to produce a complete written work.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> </ul>	3.4.2.AS.2 Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b>



	<ul style="list-style-type: none"> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-control in managing emotions and social awareness.</li> </ul>	
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials on composition.</li> <li>● Arabic dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>● Flash cards.</li> <li>● Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.4.2.CS.2	3.4.2.LI.1	3.4.2.AS.1
<p>Demonstrate knowledge and understanding of the techniques of letter-writing of formal type using appropriate style and diction.</p>	<p><b>Write a formal letter in well-constructed language with appropriate positions of the following:</b></p> <ul style="list-style-type: none"> <li>● The senders address</li> <li>● The address of the receiver</li> <li>● The date</li> <li>● Salutation</li> <li>● The message</li> <li>● Complimentary close</li> </ul> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities.</b></p> <ul style="list-style-type: none"> <li>● The teacher gives a short presentation on letter writing, features and formats. Features of a formal letter are:</li> </ul> <p style="text-align: right;">عنوان المرسل التاريخ عنوان المرسل إليه عزيزي الدكتور..... ، موضوع الرسالة كتابة محتوى الرسالة التوقيع، كل الاحترام والتقدير، اسم المرسل</p> <ul style="list-style-type: none"> <li>● Identify the following types of formal letters: الرسائل الرسمية - رسائل العمل - رسائل اللتماس - رسائل التوظيف</li> <li>● Write an application letter to a company that is inviting applications for a vacant position in a company.</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> </ul>	<p>Level 1 Recall <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b></p>

	<ul style="list-style-type: none"> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-Control in managing emotions and social awareness.</li> </ul>	
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>• Textbooks and Reading materials on composition.</li> <li>• Arabic dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Audio-visual materials</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.4.2.CS.3	3.4.2.LI.1	3.4.2.AS.1
<p>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</p>	<p><b>Write the denotative meanings of Arabic words, phrases and sentences in an English text.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>● Learners engage in interpretation group contest.</li> <li>● 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 one language and their equivalents are provided in the other language.</li> <li>● You should try that new restaurant . عليك أن تجرب ذلك المطعم الجديد</li> <li>● I suggested that he should cancel the meeting . اقترحت عليه أن يلغي الاجتماع</li> <li>● You shouldn't drink alcohol. عليك أن لا تشرب الخمر</li> </ul> <p><b>GESI-sensitive class management</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning:</b> Level 4 Extended critical thinking and reasoning</p>

	<p>3.4.2.LI.2</p> <p><b>Write the denotative meanings of English words, phrases and sentences in an Arabic text.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities.</b></p> <ul style="list-style-type: none"> <li>• Learners engage in interpretation group contest.</li> <li>• 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 one language and their equivalents are provided in the other language.</li> <li>• You should try that new restaurant .</li> <li>• I suggested that he should cancel the meeting .</li> <li>• You shouldn't drink alcohol .</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>• Sitting arrangement with fair visibility for all learners.</li> <li>• Appropriate audio levels for various hearing challenges.</li> <li>• Group learning with equal participation and mentorship.</li> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-control in managing emotions and social awareness.</li> </ul>	<p>3.4.2.AS.2</p> <p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  <b>Level 3 Strategic reasoning</b>  <b>Level 4 Extended critical thinking and reasoning</b></p>
--	--	--

عليك أن تجرب ذلك المطعم الجديد

اقترحت عليه أن يلغي الاجتماع

عليك أن لا تشرب الخمر

	<p>3.4.2.LI.3</p> <p><b>Write the connotative meanings of Arabic words, phrases and sentences in an English text.</b></p> <p><b>Project-Based, Research-Based Learning, Question-Answer Relationship Strategy, Think-Pair Share Activities:</b></p> <ul style="list-style-type: none"> <li>• Learners engage in interpretation group contest.</li> <li>• 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 one language and their equivalents are provided in the other language.</li> <li>• You should try that new restaurant . عليك أن تجرب ذلك المطعم الجديد</li> <li>• I suggested that he should cancel the meeting . اقترحت عليه أن يلغي الاجتماع</li> <li>• You shouldn't drink alcohol . عليك أن لا تشرب الخمر</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>• Sitting arrangement with fair visibility for all learners.</li> <li>• Appropriate audio levels for various hearing challenges.</li> <li>• Group learning with equal participation and mentorship.</li> <li>• Appropriate choice of words conscious of the feelings of others.</li> <li>• Self-control in managing emotions and social awareness.</li> </ul>	<p>3.4.2.AS.3</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>
	<p>3.4.2.LI.4</p> <p><b>Write the connotative meanings of English words, phrases and sentences in an Arabic text.</b></p> <p><b>Project-based, research-based learning, Question-Answer relationship strategy, think-pair share activities.</b></p> <ul style="list-style-type: none"> <li>• Learners engage in interpretation group contest.</li> <li>• 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</li> </ul>	<p>3.4.2.AS.4</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> <b>Level 3 Strategic reasoning</b> Level 4 Extended critical thinking and reasoning</p>

	<p>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 one language and their equivalents are provided in the other language.</p> <ul style="list-style-type: none"> <li>● You should try that new restaurant .</li> <li>● I suggested that he should cancel the meeting .</li> <li>● You shouldn't drink alcohol .</li> </ul> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-control in managing emotions and social awareness.</li> </ul>	<p>عليك أن تجرب ذلك المطعم الجديد</p> <p>اقترحت عليه أن يلغي الاجتماع</p> <p>عليك أن لا تشرب الخمر</p>
<p><b>Teaching and Learning Resources</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials on composition.</li> <li>● Arabic dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>● Flash cards.</li> <li>● Audio-visual materials.</li> </ul>

**Subject ARABIC**  
**Strand 4 WRITING**  
**Sub-Strand 3 CREATIVE WRITING**

Learning Outcomes	21 <sup>st</sup> Century Skills and Competencies	GESI, SEL and Shared National Values		
3.4.3.LO.1				
Write a story from personal experiences using simple literary devices	<p><b>Communication:</b> In storytelling the theme is the central meaning the work communicates. It is the central idea or message the writer wishes to communicate to the readers. A theme can be expressed concretely in a very general way or as a broad subject. It can also be expressed in a more abstract way as an idea or moral—the message of the story. Literary devices are used to communicate a message. Learners will be taught to use characterization - characters’ actions, reactions, and roles in their settings to communicate the story’s themes.</p> <p><b>Innovation and creativity:</b> Creative writing is an artistic written expression involving imagination. It starts with planning and putting together all the necessary ingredients to create a story. These ingredients are typically literary devices like metaphors and foreshadowing to build a narrative and express the theme, this exercise will definitely equip learners with creative prowess and dexterity, besides ability to view available materials in new ways or from a different perspective and generate from them new possibilities or new alternatives.</p> <p><b>Collaboration:</b> Contribution from each learner to put together a literary piece recognizes individual’s skill and talent. This recognition encourages teamwork and cross-fertilization.</p>	<p><b>GESI:</b> Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> <li>● Respect individuals of different beliefs, political views and leanings, cultures, and religion, regardless of the religious nuances associated with Arabic.</li> <li>● Avoid biased, discriminatory and sexist words and expressions in addressing all people of different background.</li> <li>● Embrace diversity and practice inclusion as a means of enhancing employability of all in any labour market.</li> <li>● Dispel misconceptions/ myths about gender and disabilities as they relate to prospects for academic pursuit or career development for all Arabic learners.</li> <li>● Interrogate their stereotypes and biases about gender roles in Arabic education.</li> </ul> <p><b>SEL:</b> Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship</i></p>		
3.4.3.LO.2				
Compose, in your own words and imagination, a simple story, applying characterisation and plot.				
3.4.3.LO.3				
Write a story from personal experiences using famous quotes.				



		<p><i>Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> <li>● Self-reflecting and finding confidence in discovering their individual learning challenges and deficiencies and addressing them themselves.</li> <li>● Exhibiting motivation, and SMART goal setting as they adopt different learning styles to address their learning challenges.</li> <li>● Managing emotions and conflicts in their various groups as they work with people of different personality types.</li> <li>● Showing empathy and cooperation as they work in mixed-ability groups.</li> </ul> <p><b>National Values:</b> Tolerance, social cohesion responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity,</p> <ul style="list-style-type: none"> <li>● Contentment – القناعة</li> <li>● Time Management - إدارة الوقت</li> <li>● Eloquence/Precision البيان والإيجاز</li> </ul>
--	--	---

● العيش السلمي مع الغير

● Peaceful Coexistence

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.4.3.CS.I	3.4.3.LI.I	3.4.3.AS.I
<p>Demonstrate knowledge and creativity in writing narrative fiction using real events and simple literary devices.</p>	<p><b>Prepare a preliminary story plan by formulating the issue to address (an idea), the purpose, the plot, brainstorming, and the first draft.</b></p> <p><b>Project-based learning, inquiry-based, think-pair share activities, creative exercises.</b>  The teacher introduces the art of writing a story and takes learners through the processes of putting together a simple narrative fiction through strong written visuals with an emotional impact, using the following literary elements:</p> <ul style="list-style-type: none"> <li>● Plot</li> <li>● Character development</li> <li>● Theme</li> <li>● Visual Descriptions</li> <li>● Point of View</li> <li>● Imaginative Language</li> <li>● Emotional Appeal</li> </ul> <p>Each group is then asked to prepare a draft of their story and share them in class, reading from a script, with provision of opportunity for the contribution of each member to the project.</p> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> </ul>	<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>

	<ul style="list-style-type: none"> <li>● Self-Control in managing emotions and social awareness.</li> </ul>		
	3.4.3.LI.2		3.4.3.AS.2
	<p><b>Build upon the first draft to conduct a holistic editing, then proofreading to review the style and the literary devices</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Creative Exercises:</b>  The teacher introduces the art of writing a story and takes learners through the processes of putting together a simple narrative fiction through strong written visuals with an emotional impact, using the following literary elements:</p> <ul style="list-style-type: none"> <li>● Plot</li> <li>● Character development</li> <li>● Theme</li> <li>● Visual Descriptions</li> <li>● Point of View</li> <li>● Imaginative Language</li> <li>● Emotional Appeal</li> </ul> <p>Each group is then asked to prepare a draft of their story and share them in class, reading from a script, with provision of opportunity.</p> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-control in managing emotions and social awareness.</li> </ul>		<p><b>Level 1 Recall</b>  <b>Level 2 Skills of conceptual understanding</b>  Level 3 Strategic reasoning  <b>Level 4 Extended critical thinking and reasoning</b></p>
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials on creative writing.</li> <li>● Arabic/English dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector</li> <li>● Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> </ul>

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 <sup>st</sup> Century Skills and Competencies, and GESI	Assessment
3.4.3.CS.2	3.4.3.LI.1	3.4.3.AS.1
<p>Demonstrate knowledge and creativity in adapting famous quotations to compose stories using simple narrative structure</p>	<p><b>Write a story using one of the famous quotes as the theme, with a complete plot, characterization and simple language</b></p> <p><b>Project-Based Learning, Inquiry-Based, Think-Pair Share Activities, Creative Exercises:</b></p> <ul style="list-style-type: none"> <li>The teacher introduces the art of writing a story and takes learners through the processes of putting together a simple narrative fiction through strong written visuals with an emotional impact.</li> <li>Each group is then asked to write their own story using one of the following quotations as the theme of their story:</li> </ul> <p style="text-align: right;">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-</p> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>Sitting arrangement with fair visibility for all learners.</li> <li>Appropriate audio levels for various hearing challenges.</li> <li>Group learning with equal participation and mentorship.</li> <li>Appropriate choice of words conscious of the feelings of others.</li> <li>Self-Control in managing emotions and social awareness.</li> </ul>	<p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and reasoning</b></p>
	<p>3.4.3.LI.2</p> <p><b>Write a story using one of the famous quotes as the theme, with a complete plot, characterisation and stylistic devices.</b></p> <p><b>Project-based learning, inquiry-based, think-pair share activities, creative exercises.</b></p> <ul style="list-style-type: none"> <li>The teacher introduces the art of writing a story and takes learners through the processes of putting together a simple narrative fiction through strong written visuals with an emotional impact.</li> <li>Each group is then asked to write their own story using one of the following quotations as the theme of their story:</li> </ul>	<p>3.4.3.AS.2</p> <p><b>Level 1 Recall</b> <b>Level 2 Skills of conceptual understanding</b> Level 3 Strategic reasoning <b>Level 4 Extended critical thinking and</b></p>

	<p style="text-align: right;">عصفور باليد خير من عشرة على الشجرة - اتق شر من أحسنت إليه -لا توجل عمل اليوم إلى غد خير الكلام ما قل ودل ما خاب من استشار-</p> <p><b>GESI-sensitive class management:</b></p> <ul style="list-style-type: none"> <li>● Sitting arrangement with fair visibility for all learners.</li> <li>● Appropriate audio levels for various hearing challenges.</li> <li>● Group learning with equal participation and mentorship.</li> <li>● Appropriate choice of words conscious of the feelings of others.</li> <li>● Self-control in managing emotions and social awareness.</li> </ul>		<b>reasoning</b>
<b>Teaching and Learning Resources</b>	<ul style="list-style-type: none"> <li>● Textbooks and Reading materials on creative writing.</li> <li>● Arabic/English dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>● Projector.</li> <li>● Flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Audio-visual materials.</li> </ul>