

GHANA EDUCATION SERVICE

(MINISTRY OF EDUCATION)



REPUBLIC OF GHANA

ARABIC COMMON CORE PROGRAMME CURRICULUM (BASIC 7 - 10)

FEBRUARY 2020



Arabic Curriculum for B7- B10

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INTRODUCTION

In the first four years of high school education, learners are expected to take a Common Core Programme (CCP) that emphasizes a set of high, internationally-benchmarked career and tertiary education ready standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The (CCP) runs from Basic 7 through Basic 10.

The common core attributes of the learner, which describe the essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective), are at the centre of the CCP (see Figure 1). Inspired by the values which are important to the Ghanaian society, the CCP provides an education of the heart, mind and hands in relation to on the learner's lifetime values, well-being, physical development, metacognition and problem-solving. Ultimately, this will produce character-minded learners who can play active roles in dealing with the increasing challenges facing Ghana and the global society.

The features that shape the common core programme are shown in Figure 1. These are

- learning and teaching approaches – the core competencies, 4Rs and pedagogical approaches
- learning context – engagement service and project
- learning areas – mathematics, science, computing, language and literacy, career technology, social studies, physical and health education, creative arts and design and religious and moral education.

These are elaborated subsequently:

Learning and teaching approaches

- *The core competences:* Describe the relevant *global skills for learning* that the CCP helps learners to develop in addition to the 4Rs. The global skills for learning allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, culturally and globally sensitive citizens who are life-long learners that have keen interest in their personal development.
- *Pedagogical approaches:* The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning, and holistic learning as well as cross disciplinary learning.
- *The 4Rs across the Curriculum:* The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, which all learners must become fluent in.

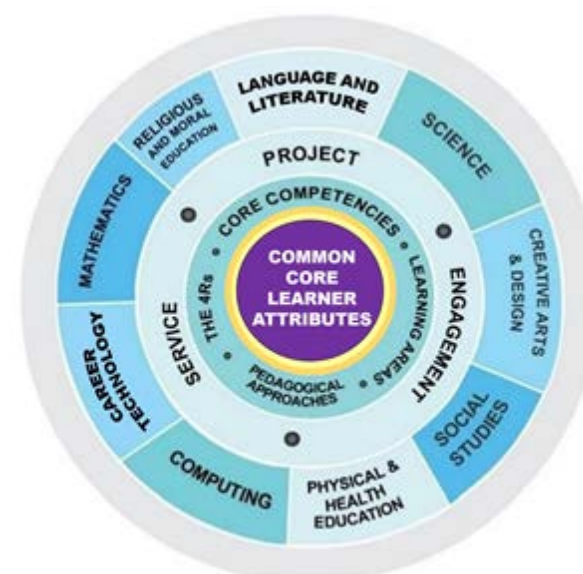


Figure 1: Features of the CCP

Learning context

The CCP places emphasis on engagement of learners in the classroom activities, projects (in and outside the classrooms). These projects can involve individual or group tasks which all learners are required to complete by the end of Basic 10. The CCP project provides learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavor. Community service offers opportunity for learners to nurture, love and care for their community and solve problems in the community.

Learning Areas

The CCP comprises the following subjects:

1. Languages (English, Ghanaian Languages, French, Arabic)
2. Mathematics
3. Science
4. Creative Arts and Design
5. Career Technology
6. Social Studies
7. Computing
8. Religious and Moral Education (RME)
9. Physical and Health Education

This document sets out the standards for learning Arabic Language in the Common Core Programme (CCP). The standards in the document are posited in the expectation that CCP (B7 – B10) will offer quality education for all types of learners. The design of this curriculum is based on the features of the CCP as shown in Figure 1. It emphasizes a set of high internationally-benchmarked career and tertiary education ready standards. Learners need to acquire these competencies in Arabic Language for post-secondary education, the workplace training or both. The curriculum has been designed to be user friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, profile of expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

Rationale for Learning Arabic Language

The introduction of Arabic language into the school curriculum of Ghana is timely and appropriate within the concept of globalization. Modern Standard Arabic is the current official language used for public and official purposes in Arabic speaking world. It is the appropriate medium of communication for science and commerce. With appropriate strategies in teaching and learning the language, the Ghanaian learner would ultimately be equipped with the ability to articulate and analyse the world around him so as to bring his knowledge to bear positively on his life and those of his compatriots. Learning Arabic broadens the employment opportunities for Ghanaian child and enables him to become more effective and valuable member of the Ghanaian work force. He/she would not only demonstrate originality and independent thinking, but appreciate the intricacies of local and international geopolitics.

Teaching Philosophy

1. Teaching serves as a guide to knowledge, providing access to information rather than acting as the primary source of information. Learners of Arabic are guided to discover for themselves their own knowledge and construct their own skills. With the recognition that each individual is endowed with peculiar skills and capabilities, teaching is, therefore, tailored to respond to the needs, abilities, aptitudes of each child so that all learners can feel capable and successful.
2. Teaching strategies focus on student interests and what is relevant to their lives, in order to boost motivation and stimulates the passion to learn. Through Class interaction and dialogue learners generate ideas and set goals for maximum performance.
3. Class interactions and dialogue facilitate learners' expression of their own opinions and nurture their own ideas, thereby develop respect for themselves, others, and their environment, while they accept and embrace the differences between people as the core of what makes life so fascinating.
4. Teaching is essentially driven by the need to equip the learner with requisite knowledge, skills and values to not only realize their potentials and achieve their goals in life, but empower them to participate meaningfully in nation-building.

Learning Philosophy

1. Each child is a unique individual who needs a secure atmosphere in which to grow and mature emotionally, morally, intellectually, physically, and socially. They, therefore, require support in providing an environment that is conducive to meet their fullest potential in these areas.
2. While equitable learning environment is provided for all learners, each learner adopts an approach that adequately responds to his/her needs, abilities, aptitudes, and therefore would be responsible for and in control of his/her learning and its outcome.
3. Learners apply abstract theories from class textbooks to what they practically experience in their everyday world, where, by the use of oral and written skills, they articulate ideas and process concepts in ways that are meaningful to them.
4. It is important for students to learn to work together. Opportunities are provided for student collaboration in some of the writing assignments, which require working in groups. This gets students to discuss what they are learning and allows them to work together to uncover answers and discover new knowledge

Subject Aims

The general aims of teaching Arabic language are:

1. To enable learners to develop the knowledge, understanding and to acquire the four communicative skills; listening, reading, speaking and writing, necessary for effective interaction in Arabic.
2. To help learners achieve high level of fluency in Arabic with commitment to academic research, using critical thinking, and ethical engagement so as to become part of the new generation of global communicators and scholars.
3. To develop the child's intellect, creativity and potentials to become part of world-class human resources with capabilities and enhanced career opportunities.

4. To develop a better awareness of diversity of cultures by gaining direct insights into cultures of the Arabic-speaking world.
5. To enable learners to respond actively to the opportunities and challenges of this rapidly changing world by acquiring requisite knowledge, skills and values to not only realize their potentials and achieve their goals in life, but to empower them to participate meaningfully in nation-building geo-politics of the world.

Expected Learning Behaviors

1. Guide and facilitate learning by generating discourse among learners and challenging them to accept and share responsibility for their own learning, based on their unique individual differences.
2. Select Arabic content, adapt and plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of learners.
3. Work together as colleagues within and across disciplines and grade levels to develop communities of Arabic Language learners who exhibit the skills of Arabic language inquiry and the attitudes and social values conducive to learning Arabic.
4. Use multiple methods and systematically gather data about learner understanding and ability to guide Arabic Language teaching and learning with arrangements to provide feedback to both learners and parents.
5. Design and manage learning environments that provide learners with the time, space and resources needed for learning Arabic Language.

Attitudes and Values

To be effective, competent and reflective citizens who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners, therefore, need to acquire positive attitudes, values and psychosocial skills that will enable them to participate in debates and take a stand on issues affecting them and others.

Attitudes

- i. **Curiosity:** It is an inclination or a feeling towards seeking information about how things work in a variety of fields.

- ii. **Perseverance:** This is the ability to pursue a problem until a satisfying solution is found.
- iii. **Flexibility in ideas:** It is the willingness to change an opinion in the face of more plausible evidence.
- iv. **Respect for Evidence:** It is the willingness to collect and use data in one's investigation and also have respect for data collected by others.
- v. **Reflection:**

CREATIVE PEDAGOGICAL APPROACHES

These include the approaches, methods, strategies and appropriate relevant teaching and learning resources for ensuring that every learner benefits from the teaching and learning process. The curriculum emphasises the:

- creation of learning-centred classrooms through the use of creative approaches to ensure learner empowerment and independent learning;
- positioning of inclusion and equity at the centre of quality teaching and learning;
- use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind;
- use of Information Communications Technology (ICT) as a pedagogical tool;
- identification of subject specific instructional expectations needed for making learning in the subject relevant to learners;
- integration of assessment as learning, for learning and of learning into the teaching and learning processes and as an accountability strategy; and
- questioning techniques that promote deep learning.

Learning-Centred Pedagogy

The learner is at the centre of learning. At the heart of the national curriculum for change and sustainable development is the learning progression and improvement of learning outcomes for Ghana's young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through

differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At this Basic level, the progression phases are B7 to B10.

The Curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas through the inspiration of the teacher. The learners, then, become actively engaged in looking for answers, working in groups to solve problems. They also research for information, analyse and evaluate information. The aim of the learning-centred classroom is to enable learners take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher as a facilitator needs to create a learning environment that:

- makes learners feel safe and accepted;
 - helps learners to interact with varied sources of information in a variety of ways;
 - helps learners to identify a problem suitable for investigation through project work;
 - connects the problem with the context of the learners’ world so that it presents realistic opportunities for learning;
 - organises the subject matter around the problem, not the subject;
 - gives learners responsibility for defining their learning experience and planning to solve the problem;
 - encourages learners to collaborate in learning; and
 - expects all learners to demonstrate the results of their learning through a product or performance.
- It is more productive for learners to find answers to their own questions rather than teachers providing the answers and their opinions in a learning-centred classroom.

Inclusion

Inclusion is ensuring access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners’ right to equal access and accessibility to quality education is met. The Curriculum suggests a variety of approaches that address learners’ diversity and their

special needs in the learning process. When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs, learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning experiences should take these differences into consideration. The curriculum therefore promotes:

1. learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities.
2. learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
3. the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

Differentiation And Scaffolding

Differentiation is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by content, tasks, questions, outcome, groupings and support. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through i) task ii) support from the Guidance and Counselling Unit and iii) learning outcomes.

Differentiation by task involves teachers setting different tasks for learners of different abilities. E.g. in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan.

Differentiation by support involves the teacher giving the needed support and referring weak learners to the Guidance and Counselling Unit for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning task, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read and engaging them to discuss the excerpt to improve comprehension. The teacher goes ahead to guide them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher are:

- give learners a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time;
- describe or illustrate a concept, problem, or process in multiple ways to ensure understanding;
- give learners an exemplar or model of an assignment they will be asked to complete;
- give learners a vocabulary lesson before they read a difficult text;
- describe the purpose of a learning activity clearly and the learning goals they are expected to achieve; and
- describe explicitly how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

Information And Communication Technology

Information and Communication Technology (ICT) has been integrated into the Arabic Language curriculum as part of the core of education, alongside reading, writing and numeracy. Thus, the curriculum is designed to use ICT as a teaching and learning tool to enhance deep and independent learning. For instance, the teacher, in certain instances, is directed to use multimedia to support the teaching and learning process.

ICT has the potential to innovate, accelerate, enrich and deepen skills. It also motivates and engages learners to relate school experiences to work practices. It provides opportunities for learners to fit into the world of work. Some of the expected outcomes that this curriculum aims to achieve are:

- improved teaching and learning processes;
- improved consistency and quality of teaching and learning;
- increased opportunities for more learner-centered pedagogical approaches;

- improved inclusive education practices;
- improved collaboration, creativity, higher order thinking skills; and
- enhanced flexibility and differentiated approach of delivery

The use of ICT as a teaching and learning tool is to provide learners an access to large quantities of information online and offline. It also provides the framework for analysing data to investigate patterns and relationships in statistical data]. Once learners have made their findings, ICT can help them organise, edit and print the information in many different ways

ASSESSMENT IN THE CCP

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. Assessment may be formative, summative, diagnostic, or evaluative depending on its purpose. It is integral to the teaching-learning process, promotes student learning and improves instruction. In CCP, it is suggested that assessment involves assessment for learning, assessment of learning and assessment as learning, which are described in the subsequent paragraphs.

Assessment for Learning (AfL)

Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learner is in their learning, where they need to be (the desired goal), and how best to get them there. AfL is one of the most suitable methods for improving learning and raising standards (Black and Wiliam, 1998)¹. Assessment for Learning also refers to all their activities undertaken by teachers and/or by their learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. AfL can be achieved through processes such as sharing criteria with learners, effective questioning, and feedback.

¹Paul Black & Dylan Wiliam (1998) Assessment and Classroom Learning, Assessment in Education: Principles, Policy & Practice, 5:1, 7-74, DOI: [10.1080/0969595980050102](https://doi.org/10.1080/0969595980050102)

AfL, therefore, provides timely feedback to ensure individual learners are assisted during the teaching and learning process using various strategies and questioning to measure the learning that has actually taken place. It is a continuous process that happens at all stages of the instructional process to monitor the progress of a learner and to offer feedback or change teaching strategies to achieve [performance standards of a lesson.

Assessment of Learning (AoL)

Assessment of learning provides a picture of the achieved standards of the teacher and performance of students at the terminal stage of the learning process. This information provides data for accountability and educational decisions such as grading, selection and placement, promotion and certification. Through AoL, stakeholders such as parents and guardians are informed about the extent students have attained expected learning outcomes at the end of their grade or program.

Assessment as Learning (AaL)

Assessment as Learning develops and supports students' sense of ownership efficacy about their learning through reflective practices. This form of self-assessment helps in building the competencies of learners to achieve deeper understanding of what their own learning and what they are taught.

and

What do we assess?

Emphasis in assessment in the CCP is on the Common Core Learner Attributes, which are essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective).

Knowledge and skills with emphasis on the **4Rs in the learning areas**

Core competencies with emphasis on attitudes and values developed **through learning and its context as well as the pedagogical approaches.**

the

The Process is illustrated diagrammatically in Figure 2.

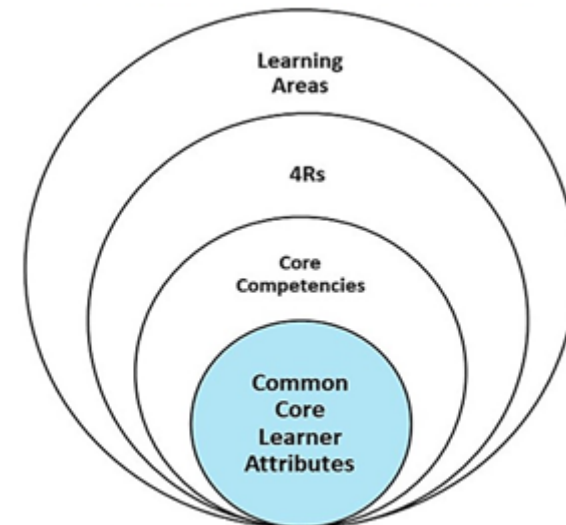


Figure 2 Essential Assessment Features

How do we monitor progress?

School Based Assessments (SBA) covers all forms/modes of assessment including AfL, AaL and AoL (see Table 1), that can be undertaken by any school-level actor (learner, teacher, head teacher) to monitor the learner's achievement over a period of time. Data collection and keeping records of the data are central to the conduct of SBA.

Table 1 Modes of Assessment

Assessment for Learning	Assessment of Learning	Assessment as Learning
Class exercises	Class Assessment Task (CAT)	Portfolio
Quizzes	End of term	Journal entries
Class tests (written, oral, aural and/or practical)	End of year	Project work
Class Assessment Task (CAT)		Checklist
		Questionnaire

The following are samples of relevant records that can be kept on the student's learning.

- Student's Progress Record (Cumulative Record)
- Student's Report Card
- School Based Assessment Termly Recording Register

Details of guidelines on SBA can be found in *the National Pre-tertiary Learning Assessment Framework (NPLAF)* document (Ministry of Education, 2020a)² and *the School-Based Assessment Guidelines* (Ministry of Education, 2020b)³.

² Ministry of Education (2020a). National Pre-tertiary Learning Assessment Framework (NPLAF). Accra: Ministry of Education.

Reporting School-Based Assessment (SBA) in the CCP

The CCP uses a criterion-referenced model of presenting and reporting school-based assessment data. School-based assessment throughout the four-year duration of CCP, is done against criteria linked to performance standards and not against the work of other learners. The CCP provides levels of proficiency to be attained and descriptors for all grade levels of the programme (see Table 2). These levels and descriptors cannot be changed by individual schools and are, therefore, common to all learners as well as learning areas nationwide. For each assessment criterion or (benchmark for the level of proficiency), a number of descriptors are defined as shown in Table 2.

Table 2 Benchmarks, levels of proficiency and the grade level descriptors

Level of Proficiency	Benchmark	Grade Level Descriptor
1: Highly proficient (HP)	80% +	Learners shows high level of proficiency in knowledge, skills and values and can transfer them automatically and flexibly through authentic performance tasks.
2: Proficient (P)	68-79%	Learner demonstrates sufficient level of proficient knowledge, skills and core understanding; can transfer them independently through authentic performance tasks
3: Approaching Proficiency (AP)	54-67%	Learner is approaching proficiency in terms of knowledge, skills and values with little guidance and can transfer understanding through authentic performance tasks
4: Developing (D)	40-53%	Learner demonstrates developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks
5: Emerging (E)	39% and below	Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help.

The grading system presented, shows the letter grades system and equivalent grade boundaries.

³ Ministry of Education (2020b). School-Based Assessment Guidelines. Accra: Ministry of Education.

In assigning grade to pupils' test results, or any form of evaluation, the above grade boundaries and the descriptors may be applied. The descriptors (Highly Proficient [HP], Proficient [P], Approaching Proficiency [AP], Developing [D], Emerging [E]), indicate the meaning of each grade.

In addition to the school-based assessment (SBA), a national standards assessment test is conducted in Basic 8 to provide national level indicators on learners' achievement.

CREATIVE PEDAGOGICAL APPROACHES

The CCP emphasizes creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning, holistic learning, cross disciplinary learning (i.e. the 4Rs across the Curriculum) as well as developing the core competencies. This section describes some of the creative pedagogical approaches required for the CCP.

Core Competencies

The core competencies describe a body of skills that teachers at the basic level should seek to develop in their learners. The competencies describe a connected body of core skills that are acquired throughout the processes of teaching and learning. They are the relevant global skills for learning that allow learners to develop, in addition to the 4Rs, to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, culturally identified individuals, digitally literate and global citizens who have keen interest in their personal development. In using this curriculum, we hope the core competencies will be developed in learners to help them develop our country, Ghana. These competencies include:

- Communication and Collaboration
- Critical Thinking and Problem Solving
- Personal Development and Leadership
- Cultural Identity and Global Citizenship
- Creativity and Innovation
- Digital Literacy

For effective lesson planning for teaching, learning and assessment, it is suggested that teachers refer to Appendix A for details of the components of the core competencies. These details comprise the unpacked skills such as: listening, presenting and team work for collaboration.

ORGANISATION AND STRUCTURE OF THE CURRICULUM

The curriculum is organised under key headings and annotations.

Organization of Standard

Strands are the broad areas/sections of the Mathematics content to be studied.

Sub-strands are the topics within each strand under which the content is organised.

Content standard refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

Indicator is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

ANNOTATION

A unique annotation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The annotation is defined in Figure 1:

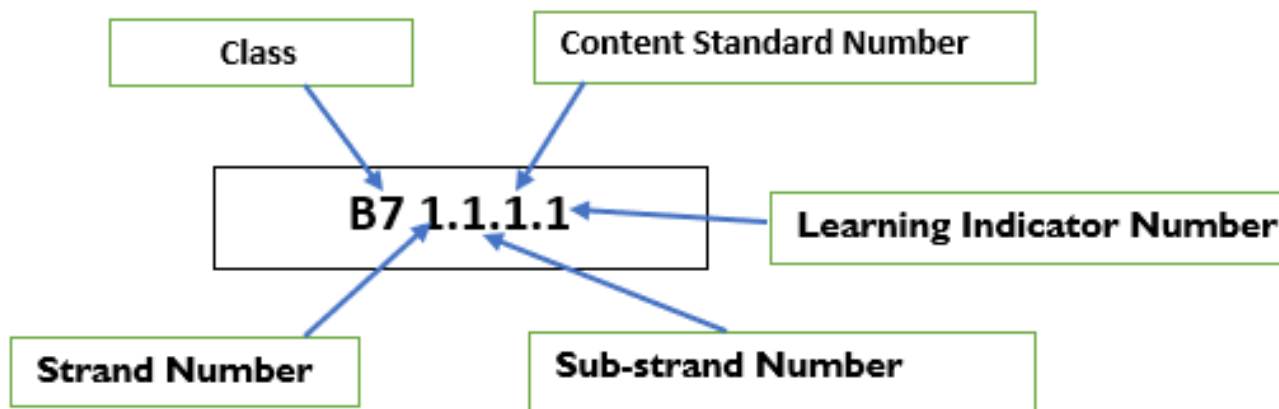


Figure 1: Curriculum Reference Numbers

ARABIC CURRICULUM FOR BASIC 7 TO B10

CLASS: Basic 7 (JHS1)

STRAND: B7.1 Listening

SUB-STRAND: B7.1.1 Phonics of Arabic Language

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B7.1.1.1 Recognize Arabic alphabet and the audio representation of each letter in words, phrases and simple sentences.</p>	<p>B7.1.1.1.1. Identify the 28 sounds of Arabic consonants and vowels, and the various sound groupings.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify sounds represented by the following letters: ا ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع غ ف ق ك ل م ن ه و ي 2. Identify the place of articulation of the following sounds groupings and their phonological and phonetic features. Bilabial- م ب و Denti-alveolar- ت - د - ط - ض 	<p>Listening and presentation skills</p>

	<p>ف Labio-dental</p> <p>ل - ن - س - ص - ز - ر - ظ Alveolar</p> <p>ق - خ - غ Uvular</p> <p>ث - ذ Inter-dental</p> <p>ح - ع Pharyngeal</p> <p>هـ Glottal</p>	
	<p>B7.1.1.1.2. Show ability to listen to and identify of phonemes as shown in the examples.</p> <p>Exemplars:</p> <p>Identify phonetic representations of letters in the attached words.</p> <p>١- أرنب، ب - بيت، ت- تفاع، ث- ثوب، ج- جزز، ح- حاسوب خ- خبز، د- دلو، س- سير.</p>	Listening skills
	<p>B7.1.1.1.3. Demonstrate understanding of diversity of language syllables by sifting and selecting peculiar Arabic sounds features and rhythm.</p> <p>Eg:</p>	Listening and presentation skills

	<p>(ق) حقيبة صندوق بطاقة مقعد قلم</p> <p>(خ) خريطة أخضر خبز دخان خياط</p> <p>(غ) غرفة غريق غنمغراب غريب</p> <p>(هـ) هاتف طاهر ذهب فاكهة نحر</p>	
	<p>B7.1.1.1.4. Demonstrate understanding of the relationship between Arabic consonants/long vowel patterns and pronunciation</p> <p>Exemplars:</p> <p>1. Articulate CVC pattern with the following long vowels (ا و ي)</p> <p>(Long ا) باب دار جار حارّ</p> <p>(Long و) كوب نور سور فول</p> <p>(Long ي) فيل ديك ربح جيلّ</p> <p>2. Articulate shaddah sounds in similar fashion as in the following words.</p> <p>مَرَّ جَرَّ فَوَّ شَرَّقَ مَدَّ</p>	<p>Listening skills and critical thinking</p>
<p>B7.1.1.2 Identify audio representation of words and phrases about domestic animals, birds and insects.</p>	<p>B7.1.1.2.1 Recognize simple questions and follow short directions related to domestic animals, like cat, dog, mouse, sheep, etc.</p> <p>Exemplar:</p> <p>1. Identify the audio names of the following domestic animals.</p>	<p>Listening skills</p>

	<p>كلب خروف ماعز بقرة بطّة حمار حصان قيطّ جميل</p> <p>2. Identify the audio names of the following birds.</p> <p>حمامة ديك دجاج بطّة غرغر</p> <p>3. Identify the audio names of the following insects.</p> <p>بعوضة نملة عنكبوت نحلة صرصور</p>	
	<p>B7.1.1.2.2 Identify and follow a range of utterances, vocabulary and instructions related to common birds and insects.</p> <p>Exemplars:</p> <p>1. Identify audio representations of words associated with birds from a given text, like:</p> <p>طار طير غرّد عصفور صاح الديك،</p> <p>2. Identify the following activities of insects from a given text.</p> <p>لسع البعوض ، لدغ الحية نسجت العنكبوت بيتا</p>	<p>Listening skills and critical thinking</p>

	<p>B7.1.1.2.3 Show awareness of the differences in intonation between a question and a statement.</p> <p>Exemplars:</p> <p>Identify the difference in intonation of a question and an answer.</p> <p>ما هذا؟ - هذا قلم . كيف حالك؟ - أنا بخير أين تدرس؟ - أدرس في مدرسة ابن سينا.</p>	<p>Listening skills, critical thinking and team work.</p>
<p>B7.1.1.3 Identify audio representation of words, phrases and simple sentences about Classroom and School tools.</p>	<p>B7.1.1.3.1 Identify the letter patterns and pronunciations of names of classroom items within simple phrases and sentences.</p> <p>Exemplar:</p> <ol style="list-style-type: none"> 1. Identify names of learning tools from a reading text. <p>قلم كتاب مسطرة قلم رصاص حقيبة كراسة</p> <ol style="list-style-type: none"> 2. Identify names of items in a classroom from an audio material. <p>كرسي طاولة مكينة سيورة ممحاة</p>	<p>Listening Skills and critical thinking</p>
	<p>B7.1.1.3.2 Recognize the sounds and meanings of words in everyday simple questions.</p> <p>Exemplar:</p>	<p>Listening skills and critical thinking</p>

	<p>Answer the following questions in your own words.</p> <p>أين الكتاب؟</p> <p>أين القلم؟</p> <p>من أين أنت؟</p> <p>من صديقك؟</p> <p>ما هذا؟</p>	
	<p>B7.1.1.3.3 Demonstrate understanding of the sounds grouping and their phonological and phonetic features.</p> <p>Exemplars:</p> <p>Demonstrate the oral sources of the following sounds:</p> <p>Bilabial- م ب و</p> <p>Denti-alveolar ت - د - ط - ض</p> <p>Labio-dental ف</p> <p>Alveolar ل - ن - س - ص - ز - ر - ظ</p> <p>Uvular ق - خ - غ</p>	<p>Listening skills and presentation.</p>

	<p>Inter-dental - ث - ذ</p> <p>Pharyngeal - ح - ع</p> <p>Glottal- هـ</p>	
<p>B7.1.1.4 Identify audio representation of words, phrases and simple sentences about Classroom and School activities.</p>	<p>B7.1.1.4.1 Identify various sounds that forms words and phrases on learning activities</p> <p>Exemplars:</p> <p>Show listening skill by writing out the following words in a dictation:</p> <p>قراءة دراسة كتابة رسم امتحان جواب مذاكرة</p>	<p>Listening skills and critical thinking</p>
	<p>B7.1.1.4.2 Identify various sounds of Arabic letters that form words and phrases that represent teaching acts.</p> <p>Exemplars:</p> <p>تعليم تدريس شرح بيان رسم تصحيح كتابة</p>	<p>Listening skills and teamwork</p>
	<p>B7.1.1.4.3 Demonstrate understanding of the difference in the sounds of the Arabic sun and moon letter, (الحروف القمرية) (الحروف الشمسية)</p> <p>Exemplars:</p> <p>Distinguish between the fused (ل) and the following consonants in the words that follow:</p>	<p>Listening skills and critical thinking</p>

	<p>أ - ب - ج - ح - خ - ع - غ - ف - ق - ك - م - ه - و - ي .</p> <p>الإمام، الجمل، العنب، الكتاب، الهلال .</p> <p>ت - ث - د - ذ - ر - ز - س - ش - ص - ض - ط - ظ - لن .</p> <p>التمر، التور، الشجرة، النجم، الرحمة</p> <p>Rearrange the following letters into the moon and sun letters:</p> <p>ا ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع غ ف ق ك ل م ن ه و ي</p>	
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SUB-STRAND: B7.1.2 Listening Comprehension and Participation

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B7.1.2.1. Identify sounds representing descriptive words and phrases, simple sentences associated	<p>B7.1.2.1. 1. Show understanding of the difference in intonation of simple phrases relating to sizes and heights of class and school environments.</p> <p>Exemplar:</p> <p>Mimic with the hand the size of items in class or immediate environment at the mention</p>	Listening skills and critical thinking

with colour, number, shapes, etc.	of the following words. صغير كبير طويل قصير متوسط	
	<p>B7.1.2.1.2 Show understanding of the difference in intonation of simple phrases relating to weights and temperature of class and school environments.</p> <p>Exemplar:</p> <p>Mimic with the hand and facial expressions the weight and temperature of things in immediate environment at the mention of the following words.</p> <p>ثقيل (Weights) خفيف بارد (Temperature) ساخن حار دافئ</p>	Listening skills and critical thinking
	<p>B7.1.2.1.3. Identify the difference in intonation of simple phrases relating to numbers, colors and shapes of class and school environments.</p>	Listening skills

Exemplar:

1. Identify the Arabic numerals from 1 to 100 from an audio reading:

1- واحد 2- اثنان 3- ثلاثة 4- أربعة 5- خمسة 6- ستة 7- سبعة
8- ثمانية 9- تسعة 10- عشرة

2. Answer questions on the number of items in the immediate environment.

كتاب واحد، كُرسيانِ ثلاثة أقلام أربعة أبواب خمسة كتب

3. Point out the following colours from an audio reading:

أحمر (Red) أخضر (Green) أصفر (Yellow) أسود (Black)

أزرق (Blue) بني (Brown) أبيض (White) رمادي (Gray)

4. Point out the following shapes from an audio reading:

مربع (Square) دائرة (circle) مستطيل (Rectangle) مثلث (Triangle) بيضاوي (Oval).

<p>B7.1.2.2. Demonstrate understanding of semantic representations of sounds of previously encountered words, phrases about the immediate environment.</p>	<p>B7.1.2.2.1 Identify morphemic compositions of words, phrases about Home, School, and community in Arabic stories from audio-visual material/Teacher.</p> <p>Exemplar:</p> <p>Write down a dictated text and tell the meanings of 10 words related to home, school and immediate environment.</p> <p style="text-align: center;">غرفة الجلوس غرفة النوم الحمام صالة مطبخ غرفة الطعام شرفة</p>	<p>Listening skills, presenting and critical thinking</p>
	<p>B7.1.2.2.2. State the general idea(s) of a story told in class about sanitation and identify associated vocabulary.</p> <p>Exemplar:</p> <p>List 20 words associated with sanitation and the meaning of each word from the following passage.</p> <p style="text-align: right;">(Sanitation worker) عامل النظافة</p>	<p>Critical thinking and Listening skills</p>
	<p>B7.1.2.2.3. Recognize words or phrases and their corresponding meanings in audio material or reading on celebrations.</p> <p>Exemplar:</p> <p>List all words heard from the audio or reading associated with two annual Arab festival.</p>	<p>Listening skills, critical thinking, personal development, global citizenship and photo-visual and</p>

	<p>عيد الأضحى (Al-Adha Festival) عيد الفطر (Eid Alfitr) عيد الاستقلال (Independence Day)</p>	information literacy.
<p>B7.1.2.3 Demonstrate listening skills and respond to greetings, courtesies and requests.</p>	<p>B7.1.2.3.1. Recognize and associate utterances with its corresponding meaning and context of greetings and their responses.</p> <p>Exemplar:</p> <p>Give the appropriate responses to the following greetings:</p> <p>Good morning) صباح الخير / صباح النور</p> <p>(Good afternoon) تحارك سعيد / تحارك سعيد</p> <p>(Good Evening) مساء الخير / مساء الخير</p> <p>(You are welcome) أهلا وسهلا / شكرا</p>	<p>Listening skills,</p> <p>Personal development and global citizenship.</p>

	<p>B7.1.2.3.2. Show understanding of simple expressions related to courtesies and requests for favours or excuses.</p> <p>Exemplar:</p> <p>Give the context of the expressions such as the following:</p> <p style="text-align: center;">لو سمحت..... من فضلك ما شاء الله</p>	<p>Listening skills,</p> <p>Personal development and global citizenship</p>
	<p>B7.1.2.3.3. Demonstrate knowledge of the use of appropriate expressions for seasonal greetings and well wishes.</p> <p>Exemplar:</p> <p>Provide the context and the responses for such expressions as the following:</p> <p style="text-align: center;">عيد مبارك سعيد كل عام و أنتم بخير أعادهالله علينا و عليكم مع السلامة إلى اللقاء</p>	<p>Listening skills,</p> <p>Personal development and global citizenship</p>
	<p>B7.1.2.3.4 Demonstrate understanding of culturally specific gestures in a limited range of special occasions</p>	<p>Listening skills,</p> <p>Personal development and</p>

	<p>Exemplars:</p> <p>1. Respond to the following congratulatory messages and good wishes</p> <p style="text-align: center;">بارك الله في الموهب لك (Naming ceremony)</p> <p style="text-align: center;">بارك الله لكما وبارك عليكما وجمع بينكما في خير (Marriage)</p> <p>2. Provide appropriate responses to the following messages of expressing remorse and sadness after a misfortune or calamity.</p> <p style="text-align: right;">إنا لله وانا إليه راجعون، غفر الله له...</p>	<p>global citizenship</p>
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STRAND: B7.2 Speaking
SUB-STRAND: B7.2.1 Everyday Oral Communication

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B7.2.1.1.Demonstrate speech skills through appropriate responses to greetings, courtesies and requests.</p>	<p>B7.2.1.1.1.Identify appropriate expressions for greetings, and their appropriate time, like good morning, good afternoon, good evening.</p> <p>Exemplar:</p> <p>Initiate the appropriate greetings for a given context:</p> <p>كيف أصبحت؟ / أصبحت بخير</p> <p>كيف أمسيت؟ / الحمد لله</p> <p>مع السلامة / إلى اللقاء</p>	<p>Presenting skills,</p> <p>Personal development and global citizenship</p>
	<p>B7.2.1.1.2. Recognize the use of appropriate expressions and intonations to respond to courtesies like, “You are welcome ...”, “No, Thank you.”</p> <p>Exemplar:</p> <p>Give the greetings that require the following responses:</p> <p>أنا بخير/الحمد لله مع السلام، إلى اللقاء، شكرا.</p>	<p>Presenting skills,</p> <p>Personal development and global citizenship</p>

	<p>B7.2.1.1.3 Demonstrate the knowledge of appropriate expressions for greetings and courtesies and requests.</p> <p>Exemplar:</p> <p>State the appropriate expressions at a given context as the following:</p> <p style="text-align: center;">بارك الله لهما عليهما وجمع بينهما في خير (Marriage)</p> <p style="text-align: center;">الحمد لله علي هذه النعمة ألف مبارك هنيئا لك (Congratulations)</p>	<p>Presenting skills,</p> <p>Personal development and global citizenship</p>
	<p>B7.2.1.1.4. Show awareness of very basic personal health information and respond to greetings and gestures.</p> <p>Exemplar:</p> <p>Express personal health condition or those of others you know, and expressions of best wishes in such conditions.</p> <p style="text-align: center;">أُصِيبْتُ: بالحمى / الصداع / ألم في البطن / أشكو من ألم.....</p> <p style="text-align: center;">شفاك الله / أمدك الله بالصحة والعافية / شكرا جزيلا على الدعاء شفاء عاجلا / شكرا جزيلا</p>	<p>Presenting skills,</p> <p>Personal development and global citizenship</p>

	يتناول المريض الدواء يفحص الطبيب المريض في المستشفى.	
B7.2.1.2. Show preliminary speaking skills with accurate production of sounds of Arabic letters, words, through repetition of phrases and simple sentences about self, relations and home.	B7.2.1.2.1. Show mastery of reproduction of the phonemic representation of Arabic consonants and vowels, and their various groupings. Exemplars: <ol style="list-style-type: none"> 1. Pronounce the individual sound representation the following letters of Arabic alphabet. ا ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع غ ف ق ك ل م ن ه و ي 2. Pronounce the combination of the letters in a word formation. ذ- ذهب، ر- رجل، ز- زهرة، ش- شمس، ص- صابون، ض- ضوء، ظ- ظلام، ع- علم. 	Presenting skills, Personal development and global citizenship
	B7.2.1.2.2. Demonstrate oral proficiency in repeating words about self and human body parts. Exemplars: <ol style="list-style-type: none"> 1. Speak about yourself with a modeled template. اسمي قاسم / عمري خمسة عشر عاما / أنا طالب في الصف الأول/ أحب القراءة والكتابة. 2. Form three (3) sentences to talk about parts of the body and what you do with them. رأس - شعر - وجه - عين - أنف - فم - أذن - عنق - يد - أصبع - بطن - رجل - قدم 	Presenting skills, Critical thinkng Personal development and global citizenship
	B7.2.1.2.3. Pronounce words accurately for immediate family members, like father,	Presenting skills,

	<p>mother, sister, from a repeated text in class.</p> <p>Exemplar:</p> <p>Dismantle the following words into their separate letters and their corresponding sounds.</p> <p>أب - أم - ابن - ابنة - أخ - أخت - زوجة - جدة - حفيدة - عم - عمّة - خالة</p>	<p>Critical thinking</p> <p>Personal development and global citizenship</p>
	<p>B7.2.1.2.4. Demonstrate skills in pronunciation of names of home item, and room contents.</p> <p>Exemplar:</p> <p>Form sentences with the following words to talk about house items.</p> <p>خزانة - حمام - مرحاض - باب - نافذة - وسادة - سرير - مصباح - بطانية - بساط - ستار</p>	<p>Presenting skills,</p> <p>Personal development and global citizenship</p>
<p>B7.2.1.3. Demonstrate skills in vocal articulation of words of personal emotions, senses and related meanings.</p>	<p>B7.2.1.3.1 Show proficiency in pronouncing words that express emotions such as happiness, sadness, joy, anger, fear, and sorrow.</p> <p>Exemplar:</p> <p>Express personal emotions or those of others using the following words.</p> <p>سعيد - حزين - متفاجئ - مسرور - خائف - مرتبك - قلق - متعب.</p>	<p>Presenting skills,</p> <p>Personal development and global citizenship</p>
	<p>B7.2.1.3.2. Demonstrate oral communicative skills in the pronunciation of such sensual expression as touch, smell, taste, see.</p>	<p>Presenting skills,</p> <p>Personal development and</p>

	<p>Exemplar:</p> <p>Express feelings using the following sensual words.</p> <table border="1" data-bbox="824 379 1415 858"> <thead> <tr> <th>نتيجة</th> <th>حواس</th> </tr> </thead> <tbody> <tr> <td>الشعور</td> <td>اللمس</td> </tr> <tr> <td>الرؤية</td> <td>البصر</td> </tr> <tr> <td>الذائذة / المرارة</td> <td>الذوق</td> </tr> <tr> <td>الصوت</td> <td>السمع</td> </tr> <tr> <td>الرائحة</td> <td>الشم</td> </tr> </tbody> </table>	نتيجة	حواس	الشعور	اللمس	الرؤية	البصر	الذائذة / المرارة	الذوق	الصوت	السمع	الرائحة	الشم	global citizenship
نتيجة	حواس													
الشعور	اللمس													
الرؤية	البصر													
الذائذة / المرارة	الذوق													
الصوت	السمع													
الرائحة	الشم													
	<p>B7.2.1.3.3. Exhibit the requisite vocal reproduction of action words like sit, stand, eat, talk, laugh, sleep, etc</p> <p>Exemplar:</p> <p>Use the following action words to express what you do or what someone else does.</p> <p>جلس - وقف - أكل - تحدث - ضحك - نام - نظر - حمل - مشى</p>	Presenting skills, Personal development and global citizenship												
	<p>B7.2.1.3.4. Show communicative skills in recall of already encountered words in a simple oral expression about professions.</p> <p>Exemplar:</p>	Presenting skills, Personal development and global citizenship												

	<p>Say what people close to you do as their professions.</p> <p>أمي طبيبة - أبي مدرس - صديقي لاعب كرة - زميلي طالب - أختي مريضة - معلمي مدير المدرسة</p>	
<p>B7.2.1.4. Show competence in initiating or participating in class dialogue using words, phrases and simple sentences about classroom activities.</p>	<p>B7.2.1.4. 1. Identify and mention names of classroom tools like chair, table, black/white board, atlas within simple phrases and sentences.</p> <p>Exemplar:</p> <p>List by name classroom items and what you use them for.</p> <p>قلمكاتب مسطرة مرسم قلم رصاص</p>	<p>Presenting skills,</p> <p>Personal development and global citizenship</p>
	<p>B7.2.1.4.2 Recognize and name teaching and learning materials like books, pen, pencils, ruler, pictures in simple phrases and sentences.</p> <p>Exemplar:</p> <p>Tell the positions of items in the classroom.</p> <p>الكتاب تحت الكرسي - القلم على المكتب - المسطرة في حقيبة الطالب</p>	<p>Presenting skills,</p> <p>Personal development.</p>
	<p>B7.2.1.4. 3. Recognize and name school activities and facilities like examination, assembly, teaching, learning, library, headmaster's office.</p> <p>Exemplar:</p> <p>Use words as follows to express daily, weekly, monthly, termly or yearly activities in</p>	<p>Presenting skills,</p> <p>Personal development and global citizenship</p>

	<p>school.</p> <p>امتحان - اجتماع - تدريس - مذاكرة - مسابقة - مناظرة - رياضة - قراءة - عطلة</p>	
	<p>B7.2.1.4. 4. Recall and say 30 words from a wide range of learned vocabulary in Arabic to pass on simple message.</p> <p>Exemplar:</p> <p>Use familiar vocabulary to narrate about activity in class or at home, using sentences as follows:</p> <p>قرأ الطالب الكتاب في الفصل - شرح المعلم الدرس للطلاب - فتح أخي الباب، دخلتُ أمي الغرفة</p>	<p>Presenting skills,</p> <p>Critical thinking</p> <p>Personal development and global citizenship</p>
<p>B7.2.1.5. Recognize and use descriptive words and phrases, simple sentences associated with colour, number, shapes, etc.</p>	<p>B7.2.1.5. 1. Demonstrate the use of six (6) descriptive words representing colour of items in phrases and simple sentences such as blue pen, black board, red shirt.</p> <p>Exemplar:</p> <p>Use the following Arabic colour names to describe items in your immediate environment.</p> <p>-أحمر (Red) - أخضر (Green) - أصفر (Yellow) - أسود (Black) - أزرق (Blue) - بني (Brown) - أبيض (White)</p>	<p>Presenting skills,</p> <p>Personal development and global citizenship</p>

	White ورقة بيضاء قلم أحمر، فميص أخضر سبورة سوداء طاولة بنية كتاب أصف، حاسوب أزرق.	
	B7.2.1.5.2. Produce the appropriate intonation of simple sentences relating to sizes and heights of members of family, classmates, including teachers. Exemplar: Use words denoting height and size to describe family members and mates أبي طويل ونحيف، أخي قصير وسمين، صديقي قصير لكنه ونحيف.	Presenting skills, Personal development and global citizenship
	B7.2.1.5. 3. Demonstrate communicative skill in numeracy by counting class items like ten books, twenty pens, thirty chairs etc Exemplar: Count and tell the number of items in the classroom. عشرة أقلام خمس طاولات ثلاثون كتابا	Presenting skills, Critical thinking Personal development and global citizenship

STRAND: B7.2 Speaking

SUB-STRAND: B7.2.2 Oracy and Aesthetics

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B7.2.2. 1. Demonstrate proficiency in oral expression through poetry recitals on Sanitation.</p>	<p>B7.2.2.1.1 Show oral communicative skill through recitation of previously read poems about School etc</p> <p>Exemplar:</p> <p>Recite the poem titled “مدرستي”</p> <p style="text-align: right;">أهلا بما مدرستي أهلا بكل إخوتي</p> <p style="text-align: right;">في عامنا الجديد كأننا في العيد</p> <p style="text-align: right;">وكل عام نكبر وإن نجحنا نفرح</p>	<p>Presenting skills,</p> <p>Personal development and global citizenship</p>
	<p>B7.2.2.1.2 Demonstrate the strength of recall through recitation of simple Arabic proverbs.</p> <p>Exemplar:</p> <p>Recite 10 short Arabic proverbs, of any theme.</p> <p style="text-align: right;">الولد سر أبيه من جد وجد من كثر كلامه قل احترامه بالتأني تسهل المطالب</p>	<p>Presenting skills,</p> <p>Critical thinking,</p> <p>Personal development and global citizenship</p>

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STRAND: B7.2 Speaking

SUB-STRAND: B7.2.3 Grammar

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B7.2.3.1 Speaking Good Arabic: Grammar Unit: Names of people, Animals, places, things, etc. (Nouns & Pronouns)	B7.2.3.1.1. State words representing nouns such as names of persons, animals, and places. Exemplars: Mention ten (10) words that denote names of persons and animals from previous readings. كرسى - معلم - أب - أخت - أخ - رجل - مهندس - ديك - بطّة - قرد - بقرة .	Presenting skills, Personal development and global citizenship
	B7.2.3.1.2. State grammatical word as the name of a place. Exemplar: Mention 10 words that denote names of places from previous readings. أكرا - كوماسي - مكة - تمالي - لندن - القاهرة - دكار - غانا - تيجيريا - يابان - بريطانيا...	Presenting skills, Personal development and global citizenship

	<p>B7.2.3.1.3. State grammatical items that can stand in place of noun; pronouns.</p> <p>Exemplar:</p> <p>Give examples of 10 Arabic pronouns.</p> <p style="text-align: center;">أنا - أنت - هو - هي - نحن - أنتم، أنتما أنتن - هن - هم، هما.</p>	<p>Presenting skills and Critical thinking</p>

STRAND: B7.3 Reading

SUB-STRAND: B7.3.1 Characters of Arabic Language / Textual Features and Symbols

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B7.3.1.1 Show preliminary reading competence of Arabic syllables, words and phrases.</p>	<p>B7.3.1.1.1 Show preliminary reading skill in producing the various Arabic syllables.</p> <p>Exemplar:</p> <p>1. Exhibit reading skills in reading Arabic syllables:</p> <p style="text-align: center;">قا/ ئم - نا/ ئم - قا/ رىء - - كا/ تب، نا/ جع،</p>	<p>Presenting skills</p>

	<p>Demonstrate skills in reading Arabic phrases and short sentences.</p> <p>سيارة أبي، موسم الشتاء، حضر سعيداً، طبختُ أمي...</p>	
	<p>B7.3.1.1.2. Demonstrate reading skill of articulating the appropriate sounds of the vowelized consonants.</p> <p>Exemplars:</p> <p>Pronounce the resultant sounds of the following consonants distinguished by the three primary vowels.</p> <p>أ ا ب ب ب ث ث ث ج ج ج ح ح ح خ خ خ د د د ر ر ر ز ز ز سَقَطَ - قَطَفَ - نَظَرَ - أَكَلَ - صَبَّرَ - كَسَّرَ - زَرَعَ - حَصَدَ. دَفَعَ - رَزَقَ - ضَرَبَ - صَنَعَ - طَرَدَ - غَصِرَ - فُرِشَ</p>	
	<p>B7.3.1.1.3 Demonstrate ability to distinguish between common language sounds and the peculiar Arabic phonics.</p> <p>Exemplar:</p> <p>1. Produce and compare common shared sounds of other languages.</p> <p>(1) ب = الباب واسع. "الباب" ب (2) ت = هذه مكتبة المعهد. "مكتبة" ب (3) ج = الجهل مذموم. "الجهل مذموم" ج</p>	<p>Presenting skills,</p>

	<p>(4) د = صياح الديك مرتفع "الديك" "د"</p> <p>(5) م = القلم في الحقيقة. "القلم" "م"</p> <p>2. Produce peculiar Arabic sounds with their word components.</p> <p>(1) ث = "الثوب"</p> <p>(2) ح = الحقيقة</p> <p>(3) ذ = هذا كتابك</p> <p>(4) خ = أخوك</p> <p>(5) ض = ضخم</p>	
	<p>B7.3.1.1. 4. Demonstrate reading competence in pronouncing the effects of the combination of long vowels with each consonant.</p> <p>1. Pronounce the sound of the consonant with an attached long vowel.</p> <p>(Long ا) با تا جا دا را فارغ - مسافر/ يسار - / مجاور</p> <p>(Long و) بو تو جو دو رو هروب - / مشروع - / مسرور/ محبوب</p> <p>(Long ي) أي بي تي حي دي ري</p>	<p>Presenting skills and critical thinking</p>

		قريب / غريب - سميع / رحيم	
B7.3.1.2 Show skills in reading basic Arabic words related to education, sanitation, and health.	B7.3.1.2.1. Demonstrate ability to pronounce Arabic words accurately with combination of various vowels. Exemplar: Pronounce the resultant diphthong by combining a short vowel with a <i>sukun</i> in a word. بيث - جيب، خوف، كبش، يضرّب - يطبخ، - يعمل، يعمل.		
	B7.3.1.2.2. Demonstrate reading competence in pronouncing consonants with <i>tanwin</i> ending, and its representations in words. Exemplar: Pronounce the sounds of consonants with the tanwinvariants - <i>fatha, kasra, dammah</i> . بَا نَأ نَأ جَا / جِ حِ خِ / بِ ثِ ثِ / جِ حِ خِ كِتَابَا — بَيْتَا — فُوجَا — زُجَاجَا — جَرِيحَا		
	B7.3.1.2.3. Demonstrate reading competence in pronouncing Arabic words with complex sound permutations. 1. Read the following words with similar sound permutations. مقابلة صوتية	Presenting skills and critical thinking	

	<p>ح/خ : حال/حال - ح/هـ : حار/هاتف س/ص : سوط/صوت - ث/ص : ثوب/صوب. ذ/ز : ذيل/زين - ذ/ظ : ذنب/ظهر أ/ع : أُم/عَلِمَ - ح/ع : حِلْم/عِلْم ك/ق : كلب/قلب - د/ض : دُزْب/ضرب</p> <p>2. Pronounce the prolonged sound of the consonant with a <i>shadda</i> sign. فَطَّعَ - بَتَّ - صَدَّقَ - فَكَّرَ - أَيَّامٌ - مُتَبَرِّعٌ ،</p>	
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STRAND: B7.3 Reading

SUB-STRAND: B7.3.2 Reading Comprehension

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B7.3.2. 1. Demonstrate recognition of words and their semantic representations in simple</p>	<p>B7.3.2.1.1. Identify the major steps to facilitate the general comprehension of a given text. Exemplar: Use comprehension skills to identify words and phrases related to sanitation and</p>	<p>Presenting skills, Critical thinking , problem solving and</p>

<p>Arabic phrases about education.</p>	<p>health in the passage with a title:</p> <p style="text-align: center;">- مدرسة نظيفة تنظيف الصف، مستوصف المدرسة، الممرضة نشيطة، نظافة ساحة المدرسة</p>	<p>Personal development.</p>
	<p>B7.3.2.1.2. Demonstrate the skill of using appropriate strategies to resolve comprehension problems.</p> <p>Exemplars:</p> <p>Take the following steps to understand the meanings of difficult words in a passage:</p> <p style="text-align: center;">- بيئة نظيفة Clean environment شوارع نظيفة، سيارات النظافة، شركات النظافة، الاهتمام بالنظافة، تنظيف الأسنان، الوقاية من ملاريا.</p>	<p>Presenting skills, Critical thinking , problem solving and Personal development.</p>
	<p>B7.3.2.1.3 Demonstrate the skill of using reorganization of the text to enhance the understanding of the relationships between different concepts in a text.</p> <p>Exemplars:</p> <p style="text-align: center;">في مستشفى المدينة، الطبيب المجتهد، العيادة، فحص المريض،</p>	<p>Presenting skills, Critical thinking , problem solving and Personal development.</p>

	<p>B7.3.2.1.4.Demonstrate the skill of using the question-answer relationship strategy to improve the understanding of a text.</p> <p>Exemplars:</p> <p>Give answers to post-reading questions by:</p> <ul style="list-style-type: none"> - Providing textually explicit response (words that were directly stated in the text). - Providing textually implicit response (words that are implied in the text), or words entirely from the learner's own background knowledge. 	<p>Presenting skills, Critical thinking , Teamwork and Personal development.</p>
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STRAND: B7.3 Reading

SUB-STRAND: B7.3.3 Integrated Grammar

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B7.3.3.1 Reading Good Arabic: Grammar Unit: Names of people, Animals, places, things,</p>	<p>B7.3.3.1.1. Demonstrate reading comprehension in passages about immediate environment, like home, school, playground.</p> <p>Read a given text and extract from it the following nouns:</p> <ul style="list-style-type: none"> - Words that denote people. Eg. Man, woman, boy, girl, Musah, kofi. 	<p>Presenting skills, Critical thinking ,</p>

<p>etc. (Nouns & Pronouns)</p>	<p>(ما يدل على الإنسان، مثل رجل، امرأة، ولد، بنت، موسى، كوفي...إلخ)</p> <ul style="list-style-type: none"> - Words that denote animals, birds, insects, etc. eg. cow, parrot, mosquito. <p>(ما يدل على الحيوان والطيور والحشرات مثل البقرة والبيغاء والبعوضة)</p> <ul style="list-style-type: none"> - Words that denote items, eg. Table, chair, shirt, skirt, radio, hand, head. <p>(ما يدل على الأشياء مثل : طاولة وكرسى وقميص و الراديو، والتلفزيون).</p>	<p>problem solving and Personal development.</p>
	<p>B7.3.3.1.2. Demonstrate reading comprehension of abstract nouns type in short passages on home, school, and playground.</p> <p>Read a given text and extract from it the following nouns:</p> <ul style="list-style-type: none"> - Words that denote emotion. Eg. anxiety, fear, pleasure, stress, sympathy. - Words that denote a feeling, like anger, hate, joy, grief, sorrow. - Words that denote a quality, eg. Courage, patience, determination, generosity, honesty. <p>ما يدل على الشعور: مثل إرتباك، خوف، اضطراب، إبتهاج...إلخ</p> <p>ما يدل على الإحساس مثل: غصَب وأسى وحزن</p> <p>ما يدل على الخاصية مثل: الشجاعة والصبر والعزيمة .</p>	<p>Presenting skills, Critical thinking , problem solving and Personal development.</p>
<p>Exemplars:</p>	<p>B8.3.3.1.3. Recognize and understand the description of the characters and objects represented in a written text.</p>	<p>Presenting skills, Critical thinking and Personal development.</p>

	<p>Identify the following features of an adjective from any text read in class.</p> <ul style="list-style-type: none"> - Definite/Indefinite حاسوب/ الحاسوب، هاتف الهاتف، شبكة/ الشبكة - Gender: Masculine/Feminine مهندس/مهندسة، مبرمج/مبرمجة - Number: Singular/Dual/Plural جامعة/ جامعتان/ جامعات 	
<p>B7.3.3.1.4 Demonstrate reading comprehension of pronouns in short passages on sanitation and health,</p> <p>Exemplar:</p> <p>Read a given text and extract from it the following pronouns:</p> <p>أنا، نحن، أنت، أنتِ، أُنتم، أنتم، هو، هي، هما، هم، هن.</p>		<p>Presenting skills,</p> <p>Critical thinking ,</p> <p>problem solving,</p> <p>Personal development and</p> <p>Global citizenship.</p>
<p>B7.3.3.1.5 Demonstrate reading comprehension of pronouns in short passages on sanitation and health,</p> <p>Exemplar:</p>		<p>Presenting skills,</p> <p>Critical thinking ,and</p> <p>Personal development.</p>

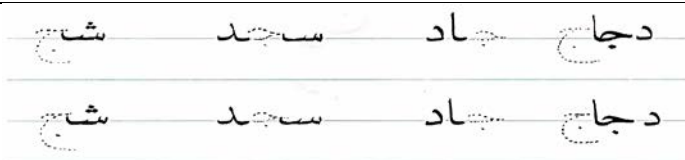


	<p>Read a given text and extract the following pronouns interrogative Pronouns:</p> <p>من؟ ماذا؟ متى؟ لمن؟ كيف؟ هل؟</p> <p>who, which, When, whose, how?</p>	
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STRAND: B7.4 Writing

SUB-STRAND: B7.4.1 Handwriting and Calligraphy (Al-Khatt)

<p>B7.4.1.1 Demonstrate knowledge of the various shapes of Arabic letters in a script</p>	<p>B7.4.1.1.1 Demonstrate competence and skills in writing the alphabet in their various forms at the initial, medial and final position in connected form.</p> <p>1. Write the following letters separately and in a word in their different positions.</p>	<p>Presenting skills and Critical thinking</p>																																								
	<table border="1"> <thead> <tr> <th>آخر الكلمة</th> <th>وسط الكلمة</th> <th>أول الكلمة</th> <th>الحرف</th> </tr> </thead> <tbody> <tr> <td>خ</td> <td>خ</td> <td>خ</td> <td>خ</td> </tr> <tr> <td>طبخ</td> <td>أخذ</td> <td>خبز</td> <td>خ</td> </tr> <tr> <td>د</td> <td>د</td> <td>د</td> <td>د</td> </tr> <tr> <td>سجد</td> <td>مدح</td> <td>دخل</td> <td>د</td> </tr> <tr> <td>ر</td> <td>ر</td> <td>ر</td> <td>ر</td> </tr> <tr> <td>كثير</td> <td>شرب</td> <td>رحب</td> <td>ر</td> </tr> <tr> <td>س</td> <td>س</td> <td>س</td> <td>س</td> </tr> <tr> <td>لمس</td> <td>مسح</td> <td>سجد</td> <td>س</td> </tr> <tr> <td>ش</td> <td>ش</td> <td>ش</td> <td>ش</td> </tr> </tbody> </table>		آخر الكلمة	وسط الكلمة	أول الكلمة	الحرف	خ	خ	خ	خ	طبخ	أخذ	خبز	خ	د	د	د	د	سجد	مدح	دخل	د	ر	ر	ر	ر	كثير	شرب	رحب	ر	س	س	س	س	لمس	مسح	سجد	س	ش	ش	ش	ش
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		عَطَشٌ	نَشَطٌ	نَشَمٌ	ش	
		ص	ص	ص	ص	
		خَصَّصَ	بَصَّرَ	صَبَرَ	ص	
		ط	ط	ط	ط	
		خَلَطَ	خَطَبَ	طَبَعَ	ط	
	1. Join a given letter to the long vowels (حروف المد الثلاثة) (ا - و - ي)	<p>(Long ا) ف ا ر ق = ف ا ر ق ، م س ا ف ر = م س ا ف ر ، م س ا ر = م س ا ر ، م ز ا و ر = م ز ا و ر</p> <p>(Long و) م س ر و ر = م س ر و ر ، م ب ر و ر = م ب ر و ر</p> <p>(Long ي) ق ر ي ب = ق ر ي ب ، ح م ي م = ح م ي م ، ر ف ي ع = ر ف ي ع ، ر ج ي م = ر ج ي م</p>				
	B7.4.1.1.2 Demonstrate knowledge and skills in copying words previously read in class with appropriate combinations of letters, and their appropriate positioning and diacritics.	Presenting skills and Critical thinking				
	1. Join the following letters to produce a complete sentence.	ف ي خ ق ي ب ت ي ق ل م و ك ت ا ب				
	2. Trace and copy the following.					

		
<p>B7.4.1.2 Show mastery in artistic writing (Khatt ul-Nuskha) of Arabic words.</p>	<p>B7.4.1.2.1. Demonstrate understanding of various writing styles, forms and names of the various word formats.</p> <p>1. Break the following sentences into their separate letter constituents.</p> <p>(1)</p>  <p>(2)</p> 	Presenting skills

STRAND: B7.4 Writing

SUB-STRAND: B7.4.2 Composition

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B7.4.2.1 Demonstrate knowledge of applicable rules on writing lexical units and those of syntactic structure.</p>	<p>B7.4.2.1.1. Recognize and use the punctuation marks, accents, symbols, the tanwin, shadda, madda and the short vowel signs.</p> <p>Exemplars:</p> <p>Place the appropriate signs or symbols in a given raw text to show how Arabic sentence is constructed and how it should be read.</p> <p>مثال: فاصلة، نقطة تامة، النقطتان، الفاصلة المنقوطة، علامة الاقتباس، علامة الاستفهام، واصلة.</p>	<p>Presenting skills and Critical thinking</p>
	<p>B7.4.2.1.2 Demonstrate knowledge and understanding of the spellings of all the letters of the Arabic alphabet in familiar words and phrases already dealt with.</p> <p>Exemplars:</p> <p>Pronounce and identify familiar words and deconstruct the underlined nouns in the following</p>	<p>Presenting skills and Critical thinking</p>

	<p>sentences:</p> <p>1- ذَهَبَ إِبْرَاهِيمُ إِلَى الْمَدْرَسَةِ.</p> <p>2- رَجَعَ إِبْرَاهِيمُ إِلَى الْبَيْتِ.</p> <p>3- أَكَلَ إِبْرَاهِيمُ الْعَدَاءَ.</p> <p>4- ذَهَبَ إِبْرَاهِيمُ إِلَى حَلَقَةِ تَحْفِيزِ الْقُرْآنِ.</p>	
	<p>B7.4.2.1.3.Demonstrate ability to fill in appropriate words to complete grammatically correct short phrases or sentences.</p> <p>Exemplar: Fill in the blank space with one of the appropriate given words:</p> <p>ضِعِ الْكَلِمَاتِ الْمُنَاسِبَةَ فِي الْأَمَاكِنِ الْفَارِغَةِ:</p> <p>مُجْتَهِدُونَ، يُحِبُّونَ، يُحْفَظُونَ، أُسْتَاذِهِمْ، لِبَاسَهُمْ.</p> <p>فِي صَفْحِنَا تَلَامِيذٌ —</p> <p>فِي مَدْرَسَتِنَا تَلَامِيذٌ — التَّطَافَةُ</p>	<p>Presenting skills and Critical thinking</p>

	<p>في مدرستنا تلاميذ يُنظفونَ ____ . في صفِّنا تلاميذُ يحبون ____ .</p> <p>B7.4.2.1.4.Demonstrate ability to form own phrases leading to construction of a simple syntactic structure.</p> <p>Eg. Fill in the blank spaces about your class using the giving words:</p> <p>1 - اِمْلأِ الْفُرَاغَ الْآتِي لِتَتَحَدَّثَ عَنْ صَفِّكَ:</p> <p>- <u>مُجْتَهِدُونَ، مُتَمَوِّفُونَ، يَحْفَظُونَ، النَّظَافَةَ، لِبَاسَهُمْ، حَيِّدٌ، طَيِّبٌ.</u></p> <p>في صفِّنا تلاميذٌ - وفي المدرِّسة. وفي صفِّنا تلاميذٌ - القرآن الكريم. وفيه تلاميذٌ يحبونَ ____، ويُنظفونَ الصفَّ كُلَّ صباحٍ قَبْلَ الدِّرَاسَةِ. وتلاميذٌ يُنظفونَ كُلَّ يَوْمٍ، ولنا أستاذٌ ____.</p>	<p>Presenting skills and Critical thinking</p>
<p>B7.4.2.2. Produce short pieces of writing, to convey information and feelings, related to recent</p>	<p>B7.4.2.2.1Show ability to write basic expressions independently, using the linguistic inputs and vocabulary acquired from lessons about everyday activities.</p> <p>Exemplars:</p>	<p>Presenting skills and Critical thinking</p>

<p>experiences and everyday activities</p>	<p>1. Write ten sentences about yourself using the following particulars:</p> <p>2. Write about your daily routine using the following template:</p> <p>اسمي، أعيش مع أتي و..... أستيقظ من النوم باكرا ل ثم أستحم للذهاب إلى بعد الفطور. وأتعدى بعد ثم قبل الرجوع إلى البيت. أقوم بواجبات، ثم أذهب إلى وبعده أنام باكرا لأستيقظ باكرا.</p>	
	<p>B7.4.2.2 Demonstrate ability to provide correct answers to questions from simple comprehension texts with familiar vocabulary.</p> <p>Exemplars:</p> <p>Give answers to post-reading questions by:</p> <ul style="list-style-type: none"> - Providing textually explicit meanings from your own background knowledge. <p>ماذا في غرفة النوم؟ ماذا في غرفة الجلوس؟ ماذا في المطبخ؟</p>	<p>Presenting skills and Critical thinking</p>

STRAND: B7.4 WRITING

SUB-STRAND: B7.4.3 Creative Writing

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B7.4.3.1 Demonstrate ability to reorganize/organize information in order to put together a coherent writing.	B7.4.3.1.1. Demonstrate creative writing skills by summarizing a simple narrative text in a clear and organized manner. Exemplar: 1. Write a summary of a given text in a prescribed number of words, using the author's words, with correct grammar, punctuation, and spelling, by:	Presenting skills and Critical thinking

صِحَّةُ الْأَسْنَانِ



تُعَدُّ الْأَسْنَانُ جُزْءًا مُهِمًّا مِنْ أَجْزَاءِ جِسْمِ الْإِنْسَانِ، فَهِيَ الَّتِي تُسَاعِدُ عَلَى مَضْغِ الطَّعَامِ؛ لِيسْهُلَ ائْتِلاَعَهُ وَهَضْمَهُ، وَتُعْطِي الْوَجْهَ رَوْفًا وَجَمَالًا، وَمَا دَامَتِ الْأَسْنَانُ قَوِيَّةً وَسَلِيمَةً؛ فَإِنَّهَا تَقُومُ بِوَضَائِفِهَا عَلَى خَيْرِ وَجْهِ. وَلَكِنْ قَدْ يَخْذُلُ أَنْ تَحْتَلَّ وَظِيفَةُ الْأَسْنَانِ، بِحَيْثُ لَا يُمَكِّنُهَا الْقِيَامُ بِعَمَلِهَا، فَعِنْدَمَا يَشْعُرُ الْإِنْسَانُ بِالْأَمِّ فِي أَسْنَانِهِ، يَضَعُ عَلَيْهِ تَنَاوُلَ الْمَأْكُولَاتِ.

CLASS: Basic 8)

STRAND: B8.1 Listening

SUB-STRAND: B8.1.1 Phonics of Arabic Language

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B8.1.1.1. Demonstrate understanding of all the five possible verb forms (الأوزان, Al-awzaan) and their sound patterns.	<p>B8.1.1.1.1. Demonstrate understanding of the phonemic changes of the simple verb patterns.</p> <p>Exemplars:</p> <ol style="list-style-type: none">1. Identify the additional letter to the trilateral Arabic root (فَعَل) and the sound effect of form 2, 3, 4: <p style="text-align: right;">(أَفْعَل) / أكرم - أنزل - - أوضح .</p> <p style="text-align: right;">(فَعَل) / درّب - - خرج - لوّث .</p> <p style="text-align: right;">(فَأَعَل) / كاتب - راسل - حاسب.</p>	Listening skills and Critical thinking
	<p>B8.1.1.1.2 Demonstrate understanding of the semi-complex verb forms (الأوزان, al-awzaan) and their sound patterns.</p>	Listening skills and Critical thinking

	<p>Exemplars:</p> <p>1. Identify the additional letters and the changes to the trilateral Arabic root (فعل) and its sound effects.</p> <p>(تفعلل) / تنزل - تدهور - تبشر (أفعلل) / اطمأن - اشنع - اشتر</p>	
<p>B8.1.1.2 Demonstrate knowledge of sound emersion of 'L' sound in Arabic.</p>	<p>B8.1.1.2.1. Identify the phonemic changes of (ل) before any given consonant.</p> <p>Exemplars:</p> <p>In which of the following words is (ل) sound audible as an indicator of the preceding sun or moon letters.</p> <p>الباب الجملة الحمد الخروج العين الغنم القمر التمر الثمن الدار الذئب الرجل الزيت الشمس</p>	<p>Listening skills and Critical thinking</p>
	<p>B8.1.1.2.2. Identify the intonation and style of texts read in class, like prose or poetry.</p> <p>Exemplars:</p> <p>Identify the intonation and rhythm of the following different genres:</p>	<p>Listening skills, presenting and Critical thinking</p>

	<p>(1)</p> <p>الأمانة</p> <p>رَأَيْتُ طِفْلَيْنِ على الرِّصيفِ تَمْشِيَانِ كَزَهْرَيْنِ حُلُوتَيْنِ تَضْحَكَانِ وتَحْمِلَانِ الكُتُبَ والأفلامَ بافتِحَاؤَ "سمعتُ منهما.. واحدةً كانَ اسمُها "ضحى :"تقولُ للأخرى.. أظنُّ أنَّها "منارُ بالأمسِ يا صديقتي</p> <p>(2)</p> <p>اللغة العربية من اللغات العالمية الأكثر انتشاراً في العالم، وتعتبر إحدى اللغات المعتمدة لدى الأمم المتحدة، وتعتبر اللغة الأولى في شبه الجزيرة العربية وفي مناطق بلاد الشام وشمال إفريقيا.</p>	
	<p>B8.1.1.2.3.Demonstrate listening skills through dictation of simple Arabic similar sounds patterns.</p> <p>Exemplars:</p> <p>Write out the following sentences in a dictation.</p> <p>(1) الفكرة السليمة في الفقرة الأولى</p> <p>(2) يجب الهروب من الحروب</p>	<p>Listening skills and Critical thinking</p>

STRAND: B8.1 Listening

SUB-STRAND: B8.1.2 Listening Comprehension and Participation

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B8.1.2.1. Recognize phrases and simple sentences about domestic chores, Food, drinks, daily meals and types of clothes.	<p>B8.1.2.1. 1. Show understanding by answering questions about duties as wash dishes and clothes, sweep the room, duster furniture, scrub the floor.</p> <p>Exemplar:</p> <p>1. Show understanding of questions about duties at home.</p> <p>لماذا تنظف ملابسك؟ للمحافظة على الأناقة. بم تنظفُ الغرفة؟ أنظفها بمُنظفٍ ومنشِيفٍ,, كيف تُبعِدُ الحشرات عن المنزل؟ باستعمال المبيجات.</p>	Listening skills and Critical thinking
	<p>B8.1.2.1. 2 Demonstrate listening skills by identifying audio representations of meals.</p> <p>Exemplars:</p> <p>1. Recognize names of meals for the day</p> <p>الفطور في الصباح الغداء في النهار العشاء في المساء</p> <p>2. Learn the names of foods in Arabic</p>	Listening skills and Critical thinking

	أرز فول شوربة ملوخية عصيدة\ ثريد شاي.	
	<p>B8.1.2.1. 3 Find from phrases and simple sentences audio names of fruits and vegetables like mango, orange, pineapple, watermelon, onion, tomato etc</p> <p>Exemplars:</p> <p>1. Identify names of fruits from an audio material or a reading in class.</p> <p>منجا طازج برتقال لذيد اناناس رخيص بطيخ غالي موز حلو</p> <p>2. Identify names of vegetable from an audio material or a reading in class.</p> <p>بصل ناضج طماطم مستورد خيار أخضر سلطة لذيدة فلفل حار</p>	
	<p>B8.1.2.1.4 Produce names of different types of clothes from a read text. Clothes Like shirt, shorts, sweater, skirt, blouse and jacket.</p> <p>Exemplars:</p> <p>Identify names of clothes from an audio source, human or electronic.</p> <p>قميص تنورة بنطلون فستان ثوب معطف</p>	Listening skills and Critical thinking
B8.1.2.2 Demonstrate ability to Respond to discourses from acquaintances and	<p>B8.1.2.2.1. Show ability to respond to questions about parents and their professions and those of others.</p> <p>Exemplar:</p>	Listening skills, Personal development and Critical thinking

<p>others.</p>	<p>1- Give response to questions about parent's professions: الموظف الحكومي (Civil Servant)</p> <p>ما مهنة أبينا؟ شرطي \ عسكري \ إطفائي \ محاسب \ طبيب \ قاضي \ مهندس.</p> <p>2-Give response to questions about other professions المهنة/الحرفة (Profession)</p> <p>ما مهنة أمك؟ محامية \ ممرضة \ تاجرة \ ممثلة \ فنانة.</p> <p>1- Give response to questions about casual work. عامل عادي</p> <p>منظف \ حمال \ صياد \ خادم \ نادل \ مزارع \ ساعي البريد</p>	
<p>B8.1.2.3 Indicate understanding of audio (or video) stories by responding to questions on the meanings of key words, phrases, simple sentences from the stories.</p>	<p>B8.1.2.3.1. Recognize and name the persons and objects represented in audio-visual formats. Exemplar: Identify names of persons and objects in the story (الأمانة)</p> <p>رجل قوم التجارة المسكين المدة البيع الشراء غنم</p> <p>B8.1.2.3.2. Identify the key words and phrases used in targeted theme(s) of a story read in class in order to demonstrate understanding of the message. Exemplar: State the message of the story (الأمانة)</p>	<p>Listening skills</p> <p>Critical thinking and</p> <p>Photo-visual and information literacy</p> <p>Listening skills,</p> <p>Reflection and evaluation,</p> <p>And Cultural Identity</p>

	<p>أهمية الأمانة في المجتمع الرضا بالقليل</p>	
	<p>B8.1.2.3.3. Predict and connect the main ideas of a story told by the teacher or based on audio-visual formats.</p> <p>Exemplar:</p> <p>Predict possible connections of the main ideas of the story (حكاية جدتي)</p> <p>الفلاح فقير كسول الحقل الشبيكة</p>	<p>Listening skills</p> <p>Critical thinking and</p> <p>Photo-visual and information literacy</p>
	<p>B8.1.2.3.4. Demonstrate listening competence through a class discussion of a story from an audio-visual medium.</p> <p>Exemplar:</p> <p>Discuss lessons from the following story:</p>	<p>Listening skills</p> <p>Critical thinking,</p> <p>Cultural identity and</p> <p>Photo-visual and information literacy</p>

	القنائة كنزالطمع والكسل مكروهان من جد وجد ومن زرع حصد															
B8.1.2.4. Demonstrate understanding of daily greetings, seasonal greetings and ceremonial wishes.	<p>B8.1.2.4.1. Show communicative skills in participating in exchanges of greetings, and knowledge of appropriate responses.</p> <p>Exemplars:</p> <p>Demonstrate ability to appropriate daily greetings and responses.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Greetings</th> </tr> </thead> <tbody> <tr> <td>شكرا</td> <td>أهلا و سهلا و مرحبا</td> </tr> <tr> <td>وأنت أيضا</td> <td>تصبح عاى خير</td> </tr> <tr> <td>شكرا</td> <td>فرصة سعيدة</td> </tr> <tr> <td>مساء الخير</td> <td>مساء الخير</td> </tr> <tr> <td>إلى اللقاء</td> <td>مع السلامة</td> </tr> <tr> <td>إن شاء الله</td> <td>أراك في ما بعد</td> </tr> </tbody> </table>	Response	Greetings	شكرا	أهلا و سهلا و مرحبا	وأنت أيضا	تصبح عاى خير	شكرا	فرصة سعيدة	مساء الخير	مساء الخير	إلى اللقاء	مع السلامة	إن شاء الله	أراك في ما بعد	Listening skills and Cultural Identity
Response	Greetings															
شكرا	أهلا و سهلا و مرحبا															
وأنت أيضا	تصبح عاى خير															
شكرا	فرصة سعيدة															
مساء الخير	مساء الخير															
إلى اللقاء	مع السلامة															
إن شاء الله	أراك في ما بعد															

	<p>B8.1.2.4.2. Demonstrate skills in initiating appropriate expressions for courtesies and requests for favours or excuses.</p> <p>Exemplar:</p> <p>Show ability to respond to courtesies and ask for favors and excuses.</p> <table border="1" data-bbox="539 547 1585 1050"> <thead> <tr> <th>Response</th> <th>Courtesies/ favors</th> </tr> </thead> <tbody> <tr> <td>لا بأس</td> <td>من فضاك \ معذرة</td> </tr> <tr> <td>شكرا, و أنت كذلك</td> <td>أتمني لك يوما طيبا</td> </tr> <tr> <td>و أنا كذلك</td> <td>متشرف بمعرفتك</td> </tr> <tr> <td>عفوا \ لا شكر على واجب</td> <td>شكرا</td> </tr> <tr> <td>شكرا تفضل</td> <td>بالشفاء</td> </tr> </tbody> </table>	Response	Courtesies/ favors	لا بأس	من فضاك \ معذرة	شكرا, و أنت كذلك	أتمني لك يوما طيبا	و أنا كذلك	متشرف بمعرفتك	عفوا \ لا شكر على واجب	شكرا	شكرا تفضل	بالشفاء	<p>Listening skills</p> <p>Critical thinking and Cultural identity</p>
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عفوا \ لا شكر على واجب	شكرا													
شكرا تفضل	بالشفاء													
	<p>B8.1.2.4.3. Show understanding of appropriate expressions for seasonal greetings and well wishes.</p>	<p>Listening skills and Cultural identity</p>												

	<p>Exemplar:</p> <p>1- Say appropriate expressions used for seasonal greeting:</p> <p>عيد مبارك سعيد أعاده الله علينا بالأمن و الأمان ، -أتمني لك عمرا طويلا مباركا، - هنيئا لعيد الاستقلال.</p>	
	<p>B8.1.2.4.4. Demonstrate skills in using some cultural gestures in a limited range of special occasions.</p> <p>Exemplar:</p> <p>Identify when to use the following culturally specific gestures:</p> <p>ما شاء الله، تبارك الله، يا حسرتا، يا ليتني، إن شاء الله،</p>	<p>Listening skills</p> <p>Cultural identity and Global citizenship</p>

STRAND: B8.2 Speaking

SUB-STRAND: B8.2.1 Everyday Oral Communication

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B8.2.1.1. Demonstrate communicative skill in direct interaction in daily day to day activities.</p>	<p>B8.2.1.1.1.Show knowledge of appropriate introduction of yourself. Exemplar: Express yourself using the following expressions. من أنا؟ أسرتي، مدرستي؟ بيتي، صديقي/صديقتي، زملائي، أبي وأمي، هويتي.</p>	<p>Presenting skills and Personal development</p>
	<p>B8.2.1.1.2. Show communicative competence of using appropriate expressions to introduce others. Exemplar: 1- Initiate introduction of your family members or classmates. هذا أبي، اسمه محمود وهو مهندس / هذه أمي واسمها ليلي وهي طبيبة، هذا زميلي، اسمه معاذ وهو طالب في الثاني الإعدادي/ وهذه زميلتي سعادة هي طيارة مع شركة الطيران.</p>	<p>Presenting skills and Personal development and global citizenship</p>
<p>B8.2.1.2 Demonstrate speaking skills through the usage of modelled words, phrases and</p>	<p>B8.2.1.2.1. Demonstrate ability to use basic vocabulary and phrases to talk about daily routine. Exemplar:</p>	<p>Presenting skills and Personal development</p>

<p>simple sentence structures immediate relations, and home.</p>	<p>1- Use simple vocabulary to talk about your daily routines. أستيقظ باكرا لأقوم بواجبات المنزل وأراجع درسي، ثم أفطر وأستعد للذهاب إلى المدرسة باكرا مع أختي،</p> <p>2-Uses simple vocabulary of 50 words to talk about immediate relations. فاطمة زميلتي في الصف الثاني الإعدادي، تساعدني في مراجعة دروسي وإعداد واجبات المدرسة، أزورها أحيانا وتزورني أيضا أحيانا، تُحبها أمي لأنها مُؤدِّبة.</p>	
	<p>B8.2.1.2.3. Show proficiency in the use of previously learnt phrases and simple sentences in an interactive conversation about school learning activities.</p> <p>Exemplar:</p> <p>1- Use previously learnt phrases and simple sentences to describe learning activities. أقرأ كتاب اللغة العربية تكتبين في كُرَّاسَتِكِ يرسم التلميذ تفاحا علي الورقة نستمع إلى الدرس</p> <p>2- Use learnt phrases to describe teaching activities شرح المعلم الدرسَ الإمتحان الشفوي سهل كتب المعلم علي السبورة</p>	<p>Presenting skills Critical thinking and Personal development</p>

	<p>B8.2.1.2.4. Incorporate modeled structures to produce ten sentences about a favorite class activity and home.</p> <p>Exemplar:</p> <p>1- Fill in the following gaps to talk about class activities using different vocabulary and simple sentences.</p> <p>.....أجلس في الفصل مع، أمسح كلما دخل المعلم الفصل</p> <p>..... وإذا حان وقتخرجنا إلى</p> <p>2- Use the following template to talk about activities at home, and add 10 more activities over what have already been stated.</p> <p>تناول أسرتي الفطور باكرا - وأستعد للذهاب إلى المدرسة بعد الإنتهاء من الأعمال المنزلية</p> <p>أخي مسؤول عن سقي الحديقة كل يوم - أُمي تستيقظ مبكرا لإعداد الفطور..</p>	<p>Presenting skills</p> <p>Critical thinking and</p> <p>Problem solving.</p>
<p>B8.2.1.3 Show oral proficiency in the usage of modeled text to talk about outdoor activities</p>	<p>B8.2.1.3.1. Show competence in using of 50 words vocabulary for narration about a selected school game.</p>	<p>Presenting skills and</p> <p>Critical thinking</p>

like sports, game and entertainment.	<p>Exemplar:</p> <p>مباراة كرة القدم، اللاعب، حكم المباراة، مساعد الحكم كأس المسابقة، فريق المدرسة، الهدف لاعب الكرة قائد الفريق، المدافع مدربي الفريق مهاجم الفريق، أرضية الملعب</p>	
	<p>B8.2.1.3.2. Demonstrate competence in using vocabulary of 50 words to speak about a school excursion or group tour.</p> <p>Exemplar:</p> <p>Give a narration about a group trip using the following words.</p> <p>حديقة الحيوانات، نزهة، زيارة طعام وشراب الطعام ركبنا السيارة سائق السيارة، مسافة طويلة.</p>	<p>Presenting skills</p> <p>Critical thinking and</p> <p>Problem solving</p>
	<p>B8.2.1.3.3. Show proficiency in the use of previously learnt phrases and simple sentences in an interactive conversation about a family trip to a town or village.</p> <p>Exemplar:</p> <p>Discuss with proficiency using simple phrases about a family trip.</p>	<p>Presenting skills</p> <p>Critical thinking</p> <p>Personal development and Cultural identity</p>

	<p>المحطة ، القطار، الرصيف، تذكرة القطار، الحافلة، محطة الحافلات، تذكرة السفر.</p>	
	<p>B8.2.1.3.4. Demonstrate creativity by using modeled structures to produce ten sentences about school entertainment.</p> <p>Exemplar:</p> <p>Talk about school competition using the following vocabulary and phrases:</p> <p>مسابقة المدرسة الجري الصفوف المجموعات الميدان، الفريق الأول والثاني والثالث.. الفائزون، الجائزة.</p>	<p>Presenting skills</p> <p>Critical thinking and</p> <p>Knowledge, understanding, skills and strategies</p>
<p>B8.2.1.4. Demonstrate ability to express ideas, emotions and personal experiences using frequently used formulaic.</p>	<p>B8.2.1.4.1 Demonstrate ability to engage in personal conversation about likes and dislikes in relation to food.</p> <p>Exemplar:</p> <p>1- Talk about about foods you like and dislike as the following: أحب الأرز والسلطة مع السمك، لكني لا أحب الفول والبامية والبصل.</p> <p>2- Talk about sport and games you like and dislike</p>	<p>Presenting skills</p> <p>Reflection and evaluation and</p> <p>Personal development</p>

	<p>أحب كرة القدم و كرة السلة و السباحة لكنني لا أحب الملاكمة و المصارعة</p> <p>3- Talk about the hobbies you like and dislike</p> <p>أحب القراءة و المناظرة لكن لا أحب مشاهدة الأفلام و الموسيقى</p>	
	<p>B8.2.1.4.2. Show proficiency in initiating, maintain and close conversations of familiar topics by using cultural symbols and practices.</p> <p>Exemplar:</p> <p>Use the following formulaic expressions to engage in a conversation:</p> <p>السلام عليكم و رحمة الله</p> <p>أنا سعيد بلقائك</p> <p>فرصة سعيدة</p> <p>أراك قريباً</p> <p>إلى اللقاء , مع السلامة</p>	<p>Presenting skills</p> <p>Critical thinking and Cultural identity</p>
	<p>B8.2.1.4.3. Show competence in using memorized vocabulary to describe feelings and emotion about personal achievements or failures.</p>	<p>Presenting skills</p>

	<p>Exemplar:</p> <p>1. Use the following template to express emotions about achievements and failures</p> <p>أنا آسف علي رسوبك، أنا حزين علي موت أبيك، أنا مسرور بنجاحي في الإمتحان، مبارك لكم الفوز بالكأس.</p>	<p>Critical thinking, Personal development and Reflection and evaluation</p>
	<p>B8.2.1.4.4 Demonstrate proficiency to communicate ideas and emotions spontaneously, using related learned vocabulary.</p> <p>Exemplar:</p> <p>Use words to describe spontaneous emotions</p> <p>يا ليتني كنت معهم في السفر، يا لحظي! إنني من الفائزين، كم تمنيتُ أن أكون من الذاهبين إلى أكر.</p>	<p>Presenting skills Critical thinking and Personal development</p>
<p>B8.2.1.5 Demonstrate ability to express ideas, emotions and</p>	<p>B8.2.1.5.1. Show the ability to share very basic information about others; their personalities, characters and talents.</p>	<p>Presenting skills Personal development and Global citizenship</p>

<p>experiences of others.</p>	<p>Exemplar:</p> <p>Use the following format to talk about personalities, characters and talents of others</p> <p>علي ولد أمين ووسيم و محبوب - وهو محترف و موهوب ومع ذلك فهو متواضع - وهو من أسرة كريمة و نبيلة </p>	
	<p>B8.2.1.5.2. Prove proficiency by conveying other people’s ideas and show agreement or disagreement of those ideas.</p> <p>Exemplar:</p> <p>Show proficiency in agreement or disagreement with other ideas</p> <p>أنا موافق معه في حضور الطالب إلى المدرسة باكرا، - لكنني لا أوافق في ضرب المتأخرين منهم.</p>	<p>Presenting skills</p> <p>Critical thinking,</p> <p>Personal development and Reflection and evaluation</p>

STRAND: B8.2 Speaking
SUB-STRAND: B8.2.2 Oracy and Aesthetics

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B8.2.2.1. Demonstrate proficiency in oral expression through poetry recitals on Sanitation.	<p>B8.2.2.1.1. Show oral communicative skills through recitation of poems.</p> <p>Exemplar:</p> <p>Recite by heart the following poem:</p> <p style="text-align: center;"> عَلِّمُوهَا إِذَا أَرَدْتُمْ عَلاَهَا فَيُغَيِّرِ التَّعْلِيمَ لَنْ تَرْفَعُوهَا </p> <p style="text-align: center;"> هَدِّبُوا خُلُقَهَا وَرَفُّوا نُهَاهَا وَارْفَعُوا شَأْنَهَا وَلَا تُهْمِلُوهَا </p> <p style="text-align: center;"> هِيَ بِنْتُ لَكُمْ وَأُخْتُ وَأُمُّ يَحْتَدِيهَا فِي كُلِّ أَمْرٍ بِنُوهَا </p>	Presenting skills Critical thinking
	<p>B8.2.2.1.2. Demonstrate the strength of recall through recitation of Arabic proverbs.</p> <p>Exemplar:</p> <p>Quote by heart the following proverbs:</p>	Presenting skills and Critical thinking

	القناعة كنز لا يفنى العقل السليم في الجسم السليم خير الأمور أوسطها الحاجة أم الاختراع الجهل شر الأصحاب	
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STRAND: B8.2 Speaking
SUB-STRAND: B8.2.3 Grammar

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B8.2.3.1 Speaking Good Arabic: Grammar Unit: Qualifying words: adjectives (sizes, heights, shapes, colors).	B8.2.3.1 .1. Exhibit oral skills in pronouncing written nouns and their adjectives, different types of colors applying the relevant grammar rules. Exemplars: Rearrange by matching the words (Adjectives) in column B, to correspond with those in column A.	Presenting skills and Critical thinking

	<table border="1"> <tr> <td>الصفة</td> <td>الاسم</td> </tr> <tr> <td>الخضراء</td> <td>التفاحة</td> </tr> <tr> <td>البيضاء</td> <td>الشجرة</td> </tr> <tr> <td>الزرقاء</td> <td>الورقة</td> </tr> <tr> <td>الصفراء</td> <td>الوردة</td> </tr> <tr> <td>الأحمر</td> <td>الجزر</td> </tr> </table>	الصفة	الاسم	الخضراء	التفاحة	البيضاء	الشجرة	الزرقاء	الورقة	الصفراء	الوردة	الأحمر	الجزر	
الصفة	الاسم													
الخضراء	التفاحة													
البيضاء	الشجرة													
الزرقاء	الورقة													
الصفراء	الوردة													
الأحمر	الجزر													
<p>B8.2.3.1.2. Demonstrate understanding of grammatical rules through speech or orally.</p> <p>Exemplars:</p> <p>1. Add (suffixes) to masculine nouns in column A, so as to turn them into dual and plural as in B and C respectively.</p>	<table border="1"> <tr> <td>C</td> <td>B</td> <td>A</td> </tr> <tr> <td>جمع</td> <td>مثنى</td> <td>الاسم</td> </tr> <tr> <td>م لّمون</td> <td>معلمان</td> <td>معلّم</td> </tr> </table>	C	B	A	جمع	مثنى	الاسم	م لّمون	معلمان	معلّم	Presenting skills and Critical thinking			
C	B	A												
جمع	مثنى	الاسم												
م لّمون	معلمان	معلّم												

مهندسون	مهندسان	مهندس
مضيفون	مضيفان	مضيف
مسلمون	مسلمان	مسلم
مدرّسون	مدرسان	مدرّس
طيارون	طياران	طيار
كاتبون	كاتبان	كاتب

2. Add (suffixes) to feminine nouns in column A, so as to turn them into dual and plural as in B and C respectively.

C	B	A
جمع	مثنى	الاسم
معلّمات	معلّمتان	معلّمة
مهندسات	مهندستان	مهندسة
مضيفات	مضيفتان	مضيفة
مسلمات	مسلمتان	مسلمة

		مدرسات	مدرستان	مدرسة	
		طيارات	طيارتان	طيارة	
		كاتبات	كاتباتان	كاتبة	
	<p>B8.2.3.1.3. Identify the adjectives represented in a written text in terms of gender, number and grammatical function.</p> <p>Exemplars:</p> <p>State the following features of an adjective from any text read in class.</p> <ul style="list-style-type: none"> - Position in a Nominal Phrase - Gender - Number - Function 				Presenting skills and Critical thinking

STRAND: B8.3 Reading

SUB-STRAND: B8.3.1 Phonological awareness / Oral Reading Fluency

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B8.3.1 1. Demonstrate knowledge of Reading rules of a fully-vowelized accessible text of nonfiction materials.</p>	<p>B8.3.1.1.1. Identify the difference between two sounds that phonologically seem similar but phonetically different.</p> <p>Exemplars:</p> <p>3. Read the following words with similar sound permutations.</p> <p style="text-align: right;">مقابلة صوتية</p> <p style="text-align: right;">ح/خ : حال/خال - ح/هـ : حام/هام</p> <p style="text-align: right;">س/ص : سوط/صوت - ث/ص : ثوب/صوب.</p> <p style="text-align: right;">ذ/ز : ذيل/زير - ذ/ظ : ذعر/ظهر</p> <p style="text-align: right;">أ/ع : أم/علم - ح/ع : حلم/علم</p> <p style="text-align: right;">ك/ق : كلب/قلب - د/ض : درب/ضرب</p>	<p>Critical thinking and Reflection and Evaluation</p>
	<p>B8.3.1.1.2 Demonstrate reading skill of words with long vowels and the prolonged doubled consonant in <i>shadda</i> words.</p> <p>Exemplars:</p> <p>1. Read the words with long vowels and then those with diphthong.</p> <p style="text-align: right;">اشترت القميص الثمين من رجل سمين - أكل الرجل الثوم بعد صوم اليوم</p> <p>2. Demonstrate the right articulation of the prolonged doubled consonant in <i>shadda</i></p>	<p>Presenting skills and Critical thinking</p>

	words. النَّجَار الحَيَّاط البَقَّال السَّبَّك الصَّبَّاغ	
	<p>B8. 3.1.1.3 Demonstrate understanding of the phonemic changes of the simple verb patterns.</p> <p>Exemplars:</p> <p>1. Identify the additional letter to the trilateral Arabic root (فعل) and the sound effect:</p> <p>(أَفْعَل) / أشرف - أسلم - أبحر - أحضر .</p> <p>(فَعَّل) / جمع - كلم - خرَج</p> <p>(فَأَعَلَ) / جاهد - راسل - كاتب .</p>	Critical thinking and Reflection and evaluation
	<p>B8. 3.1.1.4 Demonstrate understanding of the semi-complex verb forms (الأوزان, al-awzaan) and their sound patterns.</p> <p>Exemplars:</p> <p>1. Identify the additional letters and the changes to the trilateral Arabic root (فعل) and the sound effect:</p> <p>(استفعل) / انطلق - استقام - استرخى - استمدَّ</p>	Critical thinking and Reflection and evaluation

STRAND: B8.3 Reading
SUB-STRAND: B8.3.2 Reading Comprehension

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B8.3.2.1 Demonstrate knowledge of Reading Comprehension strategies and sets of steps that helps to make sense of text.</p>	<p>B8.3.2.1.1.Demonstrate skill in reading written words about sanitation and health.</p> <p>Exemplar:</p> <p>Point out words, phrases and sentences associated with sanitation and those that are associated with health.</p> <p>- فرشاة - مكنسة - ممسحة مطاوية - صابون - ماء - مساحاة - دورة المياه - منشفة - غسل اليدين بالصابون قبل الأكل وبعده يساعد على التخلص من الجراثيم - بيئة نظيفة - الاستحمام هو نظافة الجسم - تقليم الأظافر - نظافة الفم والأسنان - ارتداء الملابس النظيفة - الابتعاد عن الأوساخ الضارة</p>	<p>Presenting skills and Critical thinking</p>
	<p>B8.3.2.1 .2 Demonstrate competence of generating main idea questions and summary in order to combine information from different segments of the text.</p> <p>Exemplar:</p> <p>Show reading competence in reading text and summarize the content of the text into your own words to connect the central ideas.</p> <p>رَكِبَ عُمَرُ سَيَّارَتَهُ لِيَذْهَبَ إِلَى مَكَانِ عَمَلِهِ، وَعِنْدَ إِشَارَةِ الْمُرُورِ لَمْ يَتَمَكَّنْ مِنَ الْوُقُوفِ وَاصْطَدَمَتْ بِسَيَّارَتِهِ سَيَّارَةٌ أُخْرَى، وَبَعْدَ الْحَادِثَةِ، جَاءَ</p>	<p>Critical thinking and Reflection and evaluation</p> <p>Knowledge, understanding, skills and strategies</p>

	<p>رَجُلُ الْمُرُورِ لِلتَّحْقِيقِ فِي الْحَادِثِ. ثُمَّ وَصَلَتْ سَيَّارَةُ الْإِسْعَافِ وَأَخَذَتِ الْمُصَابِينَ إِلَى الْمُسْتَشْفَى.</p>	
	<p>B8.3.2.1.3. Show what appropriate comprehension strategies to use, and why, when and how to apply them.</p> <p>Exemplars:</p> <p>فوائد القراءة – الغش في الامتحانات – أهمية الرياضة</p> <ol style="list-style-type: none"> 1. Draw on prior knowledge or recognizable clues like illustrations that are embedded in the text to make inferences of the purpose of the text. 2. Make your contribution in a group discussion of a chosen topic, and explain how it contributes to the general understanding of a text. 	<p>Critical thinking and Reflection and evaluation</p> <p>Knowledge, understanding, skills and strategies</p>
	<p>B8.3.2.1.4. Show the appropriate strategies of gathering information from a text on types of transport and their uses.</p> <p>Exemplar:</p> <p>أنواع المواصلات : السيارة – دراجة نارية – القطار – الطائرة – الحصان – الجمل – الحمار</p> <p>Provide the following elements from a text you are now reading:</p> <ul style="list-style-type: none"> - Literal meanings of words used in the text - New vocabulary - Retell / summary 	<p>Critical thinking and Reflection and evaluation</p> <p>Knowledge, understanding, skills and strategies</p>
	<p>B8.3.2.1.5. Identify the common text structures of an expository text as an organizing principle to facilitate understanding.</p>	<p>Critical thinking and</p> <p>Knowledge, understanding, skills and</p>

	<p>Exemplar</p> <p>Use the following principles to reorganize the reading passage on Environmental Pollution.</p> <p>تلوث البيئة: أضرار النفايات – سيارات النظافة – وقاية من الأمراض – سوء التنفس</p> <p>Cause and effect</p> <ul style="list-style-type: none"> - Problem and solution - Compare and contrast - Time order (sequence of events, actions, or steps) 	strategies
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STRAND: B8.3 Reading
SUB-STRAND: B8.3.3 Grammar

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core
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		Competences												
<p>B8.3.3.1 Reading Good Arabic: Grammar Unit: Qualifying words: adjectives (sizes, heights, shapes, colors).</p>	<p>B8.3.3.1 .1. Exhibit ability to match nouns to their adjectives of colors.</p> <p>Exemplars:</p> <p>Rearrange the words (Adjectives) in column B, to match those in column A to complete Noun/Adjective agreement in number and gender.</p> <table border="1" data-bbox="741 655 1375 1158"> <thead> <tr> <th data-bbox="741 655 1055 740">الصفة</th> <th data-bbox="1055 655 1375 740">الاسم</th> </tr> </thead> <tbody> <tr> <td data-bbox="741 740 1055 825">الخضراء</td> <td data-bbox="1055 740 1375 825">التفاحة</td> </tr> <tr> <td data-bbox="741 825 1055 909">البيضاء</td> <td data-bbox="1055 825 1375 909">الشجرة</td> </tr> <tr> <td data-bbox="741 909 1055 994">السوداء</td> <td data-bbox="1055 909 1375 994">الورقة</td> </tr> <tr> <td data-bbox="741 994 1055 1078">الصفراء</td> <td data-bbox="1055 994 1375 1078">الورد</td> </tr> <tr> <td data-bbox="741 1078 1055 1158">الأحمر</td> <td data-bbox="1055 1078 1375 1158">الجوز</td> </tr> </tbody> </table>	الصفة	الاسم	الخضراء	التفاحة	البيضاء	الشجرة	السوداء	الورقة	الصفراء	الورد	الأحمر	الجوز	<p>Critical thinking and Knowledge, understanding, skills and strategies</p>
الصفة	الاسم													
الخضراء	التفاحة													
البيضاء	الشجرة													
السوداء	الورقة													
الصفراء	الورد													
الأحمر	الجوز													

B8.3.3.1.2. Demonstrate understanding of grammatical rules by reading out a selected text with fluency, pronouncing the liaisons between words and their qualifying adjectives.

Exemplars:

3. Add (suffixes) to masculine nouns in column A, so as to turn them into dual and plural as in B and C respectively.

C	B	A
جمع	مثنى	الاسم
معلمون	معلمان	معلم
مهندسون	مهندسان	مهندس
سائقون	سائقان	سائق
مضيفون	مضيفان	مضيف
مربحون	مربحان	مربح
مدرسون	مدرسان	مدرس
طيارون	طياران	طيار

Critical thinking and
Knowledge,
understanding, skills and
strategies

نحارون	نحاران	نحارًا
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4. Add (suffixes) to feminine nouns in column A, so as to turn them into dual and plural as in B and C respectively.

C	B	A
جمع	مثنى	الاسم
معلّمات	معلّمتان	معلّمة
مهندسات	مهندستان	مهندسة
ممرضات	ممرضتان	ممرضة
مضيفات	مضيفتان	مضييفة
طالبات	طالبتان	طالبة
مدّرّسات	مدّرّسان	مدّرّسة
طبيبات	طبيبتان	طبيبة
مشرفات	مشرفتان	مشرفة

STRAND: B8.3 Reading
SUB-STRAND: B8.3.4 Critical Reading

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B8.3.4.1 Demonstrate skills in evaluating text through critical reading.</p>	<p>B8.3.4.1.1. Show ability to make good judgement of a text by gathering information from different segments of the text.</p> <p>الصُّحُفُ اليُّومِيَّةُ</p> <p>Exemplar:</p> <p>الصُّحُفُ اليُّومِيَّةُ كَثِيرَةٌ ، وَتُصَدَرُ فِي مُخْتَلِفِ البُلْدَانِ فَتَحْمِلُ الأَنْبَاءَ مِنْ دُولِ العَالَمِ لِرَبْطِ المُوَاطِنِ بِالأَحْدَاثِ العَالَمِيَّةِ فِي كُلِّ مَكَانٍ ، وَتُنْفَعُ الصُّحُفُ أَخْبَارًا مَحَلِّيَّةً لِتَعْرِيفِ المُوَاطِنِ بِنَهْضَةِ بِلَادِهِ فِي المَيَادِينِ الثَّقَافِيَّةِ وَالإِقتِصَادِيَّةِ وَالاِجْتِمَاعِيَّةِ وَالتَّكْنُوْلُوجِيَا المَعْلُومِيَّةِ وَالاِنْتِصَالِيَّةِ . وَلا تَقْتَصِرُ الصُّحُفُ فِي نَشَاطِهَا عَلَى الأَخْبَارِ فَهِيَ تُقَدِّمُ أَلْوَانًا مِنَ الأَدَبِ وَتُدْرِسُ أَعْمَالَ الأَدْبَاءِ وَتَهْتَمُّ بِمُتَابَعَةِ الحَرَكَةِ الرِّيَاضِيَّةِ تَحْقِيقًا لِرِغَبَاتِ بَعْضِ الشُّبَابِ .</p> <p>State for which of the following reasons was the text written, and identify how they were presented in the text:</p> <ul style="list-style-type: none"> - To inform the reader about some topic they feel is important. - To raise an awareness or educate. - To challenge an idea or debunk an argument. 	<p>Critical thinking and Reflection and evaluation</p> <p>Knowledge, understanding, skills and strategies</p>
	<p>B8.3.4.1.2. Demonstrate ability to elicit information from the text in order to extract</p>	<p>Critical thinking and</p>

	<p>lessons or conclusions.</p> <p>الغذاء الصحي</p> <p>Exemplars:</p> <p>الغذاء الصحي ضروري للإنسان، ولا تكون الفائدة بكثرة ما يتناوله الإنسان من طعام، بل بما يحتوي عليه ذلك الطعام من قيمة غذائية تُنْفِقُ وما يحتاج إليه الجسم. فهناك من يُصابُ بأمراضٍ نتيجة سوء التغذية فهناك من يتناولون كميات قليلة من الغذاء، إلا أنها تكون في مجموعها غذاءً كاملاً، ولأجل ذلك سَلِمُوا مِنَ الأمراض التي يُسببها سوء التغذية أو تمتعوا بصحة جيدة.</p> <p>Identify the steps and arrangement of the events leading to the conclusion made in the text. Tell if the events that feed into the conclusion are:</p> <ol style="list-style-type: none"> 1. Chronological 2. Logical 3. Realistic 4. Relevant 	<p>Reflection and evaluation</p> <p>Knowledge, understanding, skills and strategies</p>
	<p>B8.3.4.1.3. Demonstrate analytical skill in identifying patterns in a given text.</p> <p>الحداث العامة</p> <p>Exemplar:</p> <p>تسعى الحكومات إلى نشر الحداث العامة في المدن الكبرى. وهي مكان للراحة، يُحْضِرُ كثيرٌ من الناس على زيارة الحداث العامة في أيام الاجازات وفي اوقات الفراغ لذلك تتلئ الحداث بالزوار، فالعابلات في كل مكان، والأطفال يلعبون على العشب والبسمة على وجوههم، والأصدقاء يتحدثون ويضحكون. ويبقى الزوار في الحديقة بعض الوقت ثم يرجعون إلى بيوتهم وقد أمضوا أوقاتاً سعيدة.</p> <p>Identify the words used in the text that are meant to achieve the following:</p>	<p>Critical thinking and Reflection and evaluation</p> <p>Knowledge, understanding, skills and strategies</p>

	<p>الحدائق - الزوار - العائلات - السياح - الراحة - النزهة</p> <ul style="list-style-type: none"> - Persuasion (appeals to emotion, reason, authority, etc.). - Exposition (e.g. definition, explanation, description, narration, elaboration, argumentation, evaluation) 	
<p>B8.3.4.1.4. Exhibit interpretive skills by explaining patterns in given a text.</p> <p>أهمية العلم</p> <p>Exemplar:</p> <p>الْعِلْمُ يَنْفَعُ الْإِنْسَانَ كَثِيرًا، وَهُوَ خَيْرٌ وَسِيلَةً لِتَطَوُّرِهِ وَحَضَارَتِهِ، فَقَدْ جَعَلَ الْعِلْمُ حَيَاةَ الْإِنْسَانِ سَهْلَةً وَمَكَّنَهُ مِنْ اسْتِخْدَامِ الْكَهْرِبَاءِ وَالْهَاتِفِ وَرُكُوبِ الطَّائِرَةِ وَالْقَطَارِ وَاتَّخَذَ الْإِنْسَانُ الْعِلْمَ سَبِيلًا لِلتَّعَرُّفِ عَلَى كَثِيرٍ مِنَ الظُّوَاهِرِ الطَّبِيعِيَّةِ الَّتِي يَجْهَلُهَا، وَاسْتِفَادَ مِنْ هَذِهِ الْمَعْرِفَةِ كَثِيرًا. لِذَا احْتَرَمَتِ الْأُمَّمُ الرَّاقِيَةُ الْعِلْمَ، وَشَجَّعَتْ أَتْنَاءَهَا عَلَى طَلْبِهِ، وَمَنْحَتِ الْمُتَمَقِّقِينَ شَهَادَاتٍ تَقْدِيرِيَّةً وَأَعْطَتِ الْعُلَمَاءَ جَوَائِزَ لِحَيْثِهِمْ عَلَى مُوَاصَلَةِ الْبَحْثِ.</p> <p>Group the sentences according to ideas they express:</p> <ul style="list-style-type: none"> - Which of the sentences explicitly mention the ideas, and why? - Which of the sentences implicitly refer to the idea, and why? 	<p>Critical thinking and Reflection and evaluation</p> <p>Knowledge, understanding, skills and strategies</p>	
<p>B8.3.4.2. Identify cultural and historical elements in reading text.</p>	<p>B8.3.4.2.1. Demonstrate recognition of Arab cultural practices in reading passages.</p> <p>تُعتبر حسنُ الضيافة من أهم العادات العربية والتي يعود أصلها للبدو الذين اشتهروا بالترحال الدائم، الذي أثر على وجوب ضيافة البدو لبعضهم وذلك للبقاء على قيد الحياة في البيئة الصحراوية، كما تعتبر الحناء أيضا إحدى عادات وتقاليد العرب الموروثة وقد تستخدمها النساء لتعزيز الخصوبة، كما استخدمها القدماء في الطب، وكانت الحناء ولا زالت تُستخدم في حفلات الزفاف المختلفة حيث يتم استخدام</p>	<p>Critical thinking and Reflection and evaluation</p> <p>And Global citizenship</p>


	<p>عجينة الحناء في الرسم على أيدي وأرجل العروس بتصاميم معقدة وجذابة وذلك قبل أن تُرَف لعريسها.</p> <p>Identify beliefs, customs, and everyday life associated with Arabs.</p> <p>الحياة الدينية والاجتماعية والسياسية</p> <ul style="list-style-type: none"> - Manifestation of their religious practices - Social life – Family and relationship - Public life and modernity 	
	<p>B8.3.4.2.2. Recognize the diversity of cultural practices within the Ghanaian society.</p> <p>أعياد وتقاليد غانا: عيد دامبا، هوموو، يام، أكوسي داي، أويرا.</p> <p>Give 100 vocabulary associated with Ghanaians culture or values such as:</p> <ul style="list-style-type: none"> - Importance of family - Respect for the elderly - Honor for traditional rulers - Hospitality: food sharing and accommodation <p>Give 100 vocabulary associated with Ghanaians special occasions, such as:</p> <ul style="list-style-type: none"> - Outdooring - Weddings - Traditional festivals: Odwira, Homowo, Danba. - Religious celebrations Eid and Christmas. 	<p>Critical thinking and Reflection and evaluation</p> <p>And Global citizenship</p>

	<p>B8.3.4.2. 3. Recognize the similarities between Arab and Ghanaian cultures.</p> <p>أوجه التشابه بين العادات الغانية والعربية وتقاليدهما</p> <p>Exemplars:</p> <p>Compare beliefs, customs, and everyday life associated with Arabs such with Ghanaians values such as:</p> <p>أهمية الأسرة - احترام الكبار - تقدير القادة المحليين - الضيافة</p> <ul style="list-style-type: none"> - Importance of family - Respect for the elderly - Honor for traditional rulers - Hospitality: food sharing and accommodation 	<p>Reflection and evaluation</p> <p>And Global citizenship and Cultural identity</p>
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STRAND: B8.4 Writing

SUB-STRAND: B8.4.1 Writing and Calligraphy (Al-Khatt)

Content Standard	Indicators and Exemplars	Subject Specific
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		Practices and Core Competences												
<p>B8.4.1.1 Demonstrate writing skills in identifying various Arabic fonts.</p>	<p>B8.4.1.1.1. Identify various types of Arabic Fonts found on different written texts.</p> <ol style="list-style-type: none"> 1. State the most significant types of Arabic writings, like the Alnaskh, Ruq'a and Kufi Fonts. 2. Compare and copy the following letters in their different font forms (Naskhat and Ruq'a). <table border="1" data-bbox="696 746 1518 901"> <tr> <td>ت</td> <td>ت</td> <td>ت</td> <td>ت</td> <td>ت</td> <td>ت</td> </tr> <tr> <td>ت</td> <td>ت</td> <td>ت</td> <td>ت</td> <td>ت</td> <td>ت</td> </tr> </table>  <ol style="list-style-type: none"> 3. Copy the following in different font forms (Nus-khat, Ruq-a, Farisi). 	ت	ت	ت	ت	ت	ت	ت	ت	ت	ت	ت	ت	<p>Critical thinking and Reflection and evaluation</p>
ت	ت	ت	ت	ت	ت									
ت	ت	ت	ت	ت	ت									

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

عليه توكلت وإليه أنيب

عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ

B8.4.1.1.2. Demonstrate knowledge and understanding of the difference between handwritten and printed text, both letter and number, and ways of dealing with each.

Critical thinking and
Reflection and evaluation

1. Show which of the following texts are handwritten and which texts are printed

مرض ضرب مضرب مريض

مرض ضرب مضرب مريض

مرض ضرب مضرب مريض

2. Copy the following sentences and compare the printed texts to the one you have written with your hand.

الطَّعَامُ التَّنْظِيفُ يَحْفَظُ الصِّحَّةَ

ولسوف يعطيك ربك فترضى

B8.4.1.1.3. Show competence in writing the diacritics in their various forms in a handwriting script.

1. Emulate the following text accurately.

”وَوَضَعْنَا عَنَّاكَ وَزَّرَكَ الَّذِي أَنْقَضَ ظَهْرَكَ”

خَرَجَ خَالِدٌ مِنَ الْمُخْتَبِرِ

2. Write your full name in two different fonts.

Presenting skills,
Knowledge,
understanding, skills and
strategies.

	<p>B8.4.1.1.4. Demonstrate knowledge and skills in copying words previously read in class with appropriate combinations and joints including numerals.</p> <p>1. Copy the following words and add more to them.</p> <p>مُدْرِسَة، مَدْرَس، مُسْتَشْفَى، طَيِّبَة، مَهْنَدِسَة، مَمْرُض، طَيَّار، كَاتِبَة، صَحْفِي، سِيَّاسِي، صَبَّاعٌ، بِنَاءٌ، مُذَبِّحٌ</p> <p>2. Demonstrate proficiency in copying the following numbers in different styles.</p> <p>٢٣ ٢٢ ٢١ ٢٠ ١٩ ١٨ ١٧ ١٦ ١٥ ١٤ ١٣ ١٢ ١١ ٢٤</p>	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p>
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STRAND: B8.4 Writing

SUB-STRAND: B8.4.2 Composition

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core
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		Competences
B8.4.2.1 Demonstrate knowledge of spelling patterns and conventions of syntax with their corresponding meanings.	<p>B8.4.2.1.1.Demonstrate ability to respond to questions using familiar vocabulary.</p> <p>Exemplar:</p> <p>1. Write correct answers to post-reading 10 questions using familiar vocabulary.</p>	Presenting skills, Knowledge, understanding, skills and strategies.
	<p>B8.4.2.1.2. Show writing skills in reorganising, rearranging jumbled sentences to complete a full text.</p> <p>1. Reorganize the following sentences to form meaningful text about your daily routine in 20 sentences.</p> <p>— كيف أقضي يومي — أتغدى في الساعة..... — أستعدُّ ل..... — أخرجُ إلى البُستان — أظفر ب..... . أستعدُّ للذهاب إلى المدرسة — أنام مبكرا في الليل - استمع إلى الدروس بنشاط ورغبة.</p> <p>2. Use own words to fill in blank spaces in 10 passages as the following.</p> <p>أنا استيقظ مبكرا في الساعة, أتناول مع وأرتدي ملابس المدرسة وأجمل وأستعد للذهاب إلى المدرسة، مدرستي لذلك أذهب إليها, وفي الطريق ألتقي</p>	Presenting skills, Critical thinking, Knowledge, understanding, skills and strategies.

	<p>B8.4.2.1.3.Show ability to write short messages independently, using appropriate words encountered.</p> <p>Exemplar:</p> <ol style="list-style-type: none"> 1. Use already acquired vocabulary to write a simple text about who you want to become in the future. <p>أريد أن أكون مهندسا، أريد أن أكون فضائيا، أريد أن أكون طيارا لأسافر جواً وأزور البلاد البعيدة مجاناً، أحب أن أكون طبيباً لأداوي الناس. إلخ.</p> <ol style="list-style-type: none"> 2. Write about your daily activities at home using your own words. <p>أنشطتي المنزلية</p>	<p>Presenting skills, Critical thinking, Knowledge, understanding, skills and strategies.</p>
	<p>B8.4.2.1.4. Demonstrate knowledge and ability to fill in and select appropriate words to complete short phrases or sentences.</p> <p>Exemplars:</p>	<p>Presenting skills, Reflection and evaluation, Problem solving and Critical thinking</p>

	<p>1. Rearrange sentences as the following to form complete grammatically correct sentences.</p> <ul style="list-style-type: none"> - طالبة أنا جديدة = أنا طالبة جديدة، - - اللغة العربية أحمد يدرس = يدرس أحمد اللغة العربية، - الصف الثاني الإعدادي أنا في = أنا في الصف الثاني الإعدادي، - في الفصل درسي أكتب. = أكتب درسي في الفصل. <p>2. Complete the text about your love for your country using the following sentences.</p> <p>- أنا من غانا، أحب غانا لأنها وطني وموطني، أحب غانا مثلما أحب بيتي، أحب غانا مثلما أحب أهلي.....</p> <p>3. Use the following given words and phrases to compose an essay about Eid Day or any festive occasion with your family.</p> <p>يوم العيد، أنا أحب العيد، كلنا نفرح يوم العيد، نلبس ملابس جديدة ونظيفة، نزر أقاربنا وجيراننا، عيدكم مبارك وكل عام وأنتم بخير.</p>	
<p>B8.4.2.2 Show ability to use in writing theme-related words and</p>	<p>B8.4.2.2.1. Show ability to summarise an extended prose form read in class.</p>	<p>Presenting skills, Reflection and evaluation,</p>

<p>modelled writing strategies</p>	<p>Exemplars:</p> <p>Summarize a given text by following the following rules:</p> <ul style="list-style-type: none"> - Write down key-words (not more than 20) which are important for the summary. - Find important facts, statements and ideas. 	<p>Problem solving and Critical thinking</p>
	<p>B8.4.2.2.2. Show composition skill by filling the blank spaces with appropriate words to complete grammatically correct sentences.</p> <p>Exemplar.</p> <p>1. Choose the appropriate word or phrase from those in bracket to complete a coherent text.</p> <p>(عبدالله وجاره، رأى، مجرفة، يا صديق؟ فاطمة، الحديقة)</p> <p>رأى عبدالله جاره أحمد يحمل _____، فسأله ماذا تفعل بهذه الأدوات يا _____. قال أحمد طلبت مني _____. بنت جارنا أن أساعدها على زراعة الحديقة.</p> <p>2. Complete each sentence with an appropriate word from the bracket.</p> <p>(ما، كرة، المستشفى، متى، العلوم، كُتِبَ، بلقاءك).</p> <p>- ذهبت إلى _____،</p>	<p>Presenting skills, Reflection and evaluation, Problem solving and Critical thinking</p>

	<p>- تبدأ الدراسة؟ - اسم أبيك؟ - شاهدت مباراة _____ القدم - أنا مسرور _____ - درست _____ اليوم. - الأستاذ الدرس على السبورة.</p>	
	<p>B8.4.2.2.4. Show ability to write short answers that follow the rules of sentence structure and connect ideas in a logical fashion.</p> <p>Exemplars:</p> <p>1. Write short answers that follow the rules of sentence structure to the following questions.</p> <p>- ماذا تحمل في يدك؟ أحمل حقيبي. - ماذا تفعل بعد الدرس؟ _____ - مع من تذهب؟ _____</p> <p>2. Use own words to complete the following sentences.</p> <p>- في مدرستي.... - وأرى طفلاً يرفع.... - يقرأ دزساً وميسك.... - يكتب حرفاً ويرسم....</p>	<p>Presenting skills, Reflection and evaluation, Problem solving and Critical thinking</p>
<p>B8.4.2.3 Demonstrate ability to organize ideas</p>	<p>B8.4.2.3.1. Demonstrate creative skill in describing characters in a work of art based on their actions, and according to the social and historical context.</p>	<p>Presenting skills, Reflection and evaluation,</p>

<p>logically and fluently in order to write coherent texts.</p>	<p>1. Use the following format to describe a character.</p> <ul style="list-style-type: none"> - أين وُلد ونشأ؟ خلقها وسلوكها، وصف المظهر الخارجي للشخصية – الصفات المذكورة كالشكل. - ما نوع العلاقات التي تربطه ببقية الشخصيات؟ <p>2. Write about the personalities in your community using some already learnt descriptive expressions to help you.</p> <ul style="list-style-type: none"> - مدير المدرسة، رئيس البلدية، الإمام، زعيم قبيلة، نائب مجلس الشورى... إلخ. 	<p>Knowledge, understanding, skills and strategies.</p>
	<p>B8.4.2.3.2. Show creative writing skills in narrative and descriptive essay writing styles.</p> <p>1. Reorganise the following sentences to describe a known Ghanaian historical character.</p> <ul style="list-style-type: none"> - ولد كوامي انكروما عام..... - تخرج بدار المعلمين في أكرا - والتحق عام 1935 بجامعة "النيكولن" في أمريكا - وفي عام 1945 التحق بمدرسة الاقتصاد في لندن ببريطانيا - عاد إلى غانا وناضل ضد الاحتلال - وكان بطلا قوميا ومحبويا إلى الناس حتى بعد وفاته... <p>2. Use the following format to write a short essay describing your village.</p> <p>قريتي.....، في وسط.....، كأنها.....، لا ترى فيها إلا.....، فالأرض..... والحقول..... إلخ.</p>	<p>Presenting skills, Reflection and evaluation,</p> <p>Knowledge, understanding, skills and strategies.</p>

	<p>B8.4.2.3.3. Show creativity in organizing ideas logically and fluently in order to write coherent texts that follow a specific literary structure.</p> <p>1. Write an essay in a given topic in not less than 100 words.</p>	<p>Presenting skills, Reflection and evaluation,</p> <p>Knowledge, understanding, skills and strategies.</p> <p>Critical thinking</p>
	<p>B8.4.2.3.4. Demonstrate ability to distinguish between literal meaning and figurative meaning, as well as between abstract notions and concrete notions within a text.</p> <p>1. Extract from the following passage expressions that have literal meaning and those that have figurative meaning.</p> <p style="text-align: right;">- زيارة المريض</p> <p>2. Extract from the given text expressions that show abstract notions and those that show concrete.</p> <p style="text-align: right;">- أرض الأحلام</p>	<p>Presenting skills, Reflection and evaluation,</p> <p>Knowledge, understanding, skills and strategies.</p>

CLASS: Basic 9
STRAND: B9.1 Listening
SUB-STRAND: B9.1.1 Comprehension of Arabic Language

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B9.1.1.1. Demonstrate comprehension of various Arabic oral sound texts.	B9.1.1.1.1. Demonstrate understanding of questions of who? What and what and when? And provide the answer. Exemplar: Answer who-, what- and when-questions as follows: من الذي يَعْلَمُ التلاميذ؟ متى يذهب الفلاح إلى المزرعة؟ ماذا درست اليوم؟	Listening skills, presenting and Reflection and evaluation.
	B9.1.1.1.2. Recognize and recall main points in a short dialogue and correlate spoken word to images. هل تُحِبُّ البُرْتُقَالَ؟ نَعَمْ، أُحِبُّ البُرْتُقَالَ.	Listening skills, knowledge, understanding, skills and strategies and Photo-visual and

	<p>مَنْ أَنْتَ ؟ أَنَا طَالِبٌ فِي الْجَامِعَةِ.</p> <p>مَاذَا تَرَسِّمُ ؟ أَرَسِّمُ جَمَالًا.</p> <p>مَاذَا تَكْتُبُ ؟ أَكْتُبُ دَرَسَ الْحِسَابِ.</p> <p>Exemplar: Identify four major points from an audio story with the topic (الهواية)</p>	<p>information literacy.</p>
	<p>B9.1.1.1.3. Demonstrate ability to extrapolate and respond to essential general ideas and information from topical national issues</p> <p>وقاية من الأمراض</p> <p>Exemplar: Listen to the following topics and give your own interpretations.</p> <p>التدخين وخطورة النفايات وتأثيرها على الصحة جنوح الشباب المعاصر ومشكلاته</p>	<p>Listening skills, Critical thinking, Reflection and evaluation and Global citizenship</p>
	<p>B9.1.1.1.4. Show ability to follow and understand a variety of spoken discourse between two or several participants.</p> <p>Exemplar:</p>	<p>Listening skills, Critical thinking, Reflection and evaluation</p>

	<p>Listen to the following topics and point out purposes and related ideas:</p> <p>فوائد التعليم النظافة وأهميتها الأخلاق الفاضلة وفوائدها</p>	<p>and</p> <p>Global citizenship</p>
<p>B9.1.1.2 Demonstrate listening skills in class discussions about school competitions and games.</p>	<p>B9.1.1.2.1. Demonstrate understanding of central issues in aural discussion on inter-school football games/gala.</p> <p>Exemplar:</p> <p>State the main point and three secondary ones in a football game discussing, using the following samples.</p> <p>نتيجة مباراة كرة قدم بطولة الكأس الأفريقي مباراة ودية</p>	<p>Listening skills,</p> <p>Critical thinking,</p> <p>Reflection and evaluation and</p> <p>Global citizenship</p>
	<p>B9.1.1.2.2. Demonstrate ability to visualize images and scenes as a listening device in order to facilitate understanding of a sports commentary.</p> <p>Exemplar:</p> <p>Identify the vocabulary peculiar to sports, like the following:</p> <p>ضربة ركنية حارس مرمى ضربة حرة مرور الكرة تسجيل الهدف</p>	<p>Listening skills,</p> <p>Critical thinking,</p> <p>Reflection and evaluation ,</p> <p>Global citizenship</p> <p>Photo-visual and information literacy</p>
<p>B9.1.1.3 Demonstrate knowledge of aural expression about education and career</p>	<p>B9.1.1.3.1. Demonstrate ability to answer questions about relationship between education and career and provide the answers orally.</p> <p>Exemplar:</p>	<p>Listening skills,</p> <p>Critical thinking,</p> <p>Reflection and evaluation</p>

paths.	<p>Understand a conversation on the relationship of education and career</p> <p>ماذا ستفعل بعد الدراسة؟ أنا أدرس الطب في كلية الطب، سأعمل طبيباً, إن شاء الله</p> <p>ماذا ستفعل بعد الدراسة؟ أنا أدرس الهندسة في كلية الهندسة، سأعمل مهندساً, إن شاء الله</p>	and Global citizenship
	<p>B9.1.1.3.2. Recognize and recall main points in a text read in class on education and career path, and reproduce them.</p> <p>Exemplar:</p> <p>Recall points in a read text on education (العلاقة بين الدراسة و العمل)</p> <p>نظّم أوقات الدوام والدراسة بدقة ضع جدولاً للدراسة اختر عملاً يتناسب مع وقتك وقدراتك</p>	Listening skills, Critical thinking, Reflection and evaluation and Global citizenship
	<p>B9.1.1.3.3. Demonstrate ability to extrapolate and respond to essential general ideas and information from education issues.</p> <p>Exemplar:</p> <p>Identify the appropriate registers of the following words; which one are in sports and which are not.</p> <p>طالب لاعب كرة معلمة جامعة وزارة التعليم كتاب مدرسي شهادة جائزة</p>	Listening skills, Critical thinking, Reflection and evaluation and Global citizenship
	<p>B9.1.1.3.4. Show ability to participate in a spoken discourse and express personal ideas about children and schooling.</p> <p>Exemplar:</p>	Listening skills, Critical thinking, Reflection and evaluation,

	<p>Present personal view in class discussion about the topic (أهمية التعليم), using the following introductory sentence:</p> <p>تكمُن أهمية الدراسة للتلاميذ في أنّها تقدّم لهم المعرفة.....</p>	<p>Personal development and Global citizenship</p>
<p>B9.1.1.4 Respond appropriately to a narration of market scene with description of various wares, stocks, and people.</p>	<p>B9.1.1.4.1. Demonstrate ability to answer questions on a text read in class, and to express an independent view on the content.</p> <p>Exemplar:</p> <p>Answer post-reading sampled questions on the topic (الكلب الوفي)</p>	<p>Listening skills, Critical thinking, Reflection and evaluation and Global citizenship</p>
	<p>B9.1.1.4.2. Show effective listening skills by identifying various linguistic and tonal features for appropriate response.</p> <p>Exemplar:</p> <p>Provide appropriate response to questions such as the following</p> <p>لماذا تتعلم اللغة العربية ؟ أين يدرس التلاميذ؟ أكتابك هذا؟</p>	<p>Listening skills, Critical thinking, Reflection and evaluation and Global citizenship</p>
	<p>B9.1.1.4.3. Demonstrate ability to listen accurately and critically and identify various images and scenery of the market.</p> <p>Exemplar:</p> <p>Identify various scenery of market and participate in question/answer cross-exchange</p>	<p>Listening skills, Critical thinking, Reflection and evaluation and Photo-visual and</p>

	with colleagues in class.	information literacy
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STRAND: B9.1 Listening
SUB-STRAND: B9.1.2 Listening Comprehension and Participation

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B9.1.2.1 Demonstrate knowledge and understanding of a nonfiction text read in class about environmental issues.	B9.1.2.1.1. Show listening skills and strategies while listening to an after-reading discussion of a text. Exemplar: Listen to a discussion on a school activity and display the following strategies: <ul style="list-style-type: none"> - Maintain eye contact - No interrupting - Watch the nonverbal clues - Restate what you heard and clarify by repeating it. - Use some encouragers like head shaking, etc. - Ask probing questions 	Listening skills, Critical thinking, Reflection and evaluation and Global citizenship
	B9.1.2.1.2. Show ability to deduce meaning of some unfamiliar words from a context	Listening skills,

	<p>with prior knowledge of a sports subject.</p> <p style="text-align: right;">كرة السلة - كرة الطاولة - الملاكمة - المصارعة</p> <p>Exemplar:</p> <ul style="list-style-type: none"> - Deduce meaning of a new difficult word considering the known words within the sentence. - Identify known words related to unfamiliar words from the passage 	<p>Critical thinking, Reflection and evaluation.</p>
	<p>B9.1.2.1.3. Demonstrate ability to Interpret other arguments independently and respond appropriately on environmental issues.</p> <p>Exemplar:</p> <ol style="list-style-type: none"> 1. Answer post-reading sampled questions on different human practices and attitudes that impact on environment. <p style="text-align: right;">تلوث المياه وأسبابه - تلوث الهواء وأسبابه :</p> <ol style="list-style-type: none"> 2. Articulate an understanding about environmental problem in the locality using statements as: <p style="text-align: right;">نضع القمامة في الزباله المحافظة على نظافة المجاري الكوارث الطبيعية</p> <ol style="list-style-type: none"> 3. Interpret points on the types of natural disasters in your own words 4. Respond with own words factors that promotes natural disasters. <p style="text-align: center;">حادثة الحريق - حادثة السيارة - الفيضانات</p>	<p>Listening skills, Critical thinking, Reflection and evaluation, problem solving and Global citizenship</p>

	<p>B9.1.2.1.4. Show ability to deduce meanings of some unfamiliar words and phrases from the context relating to various efforts and measure to minimize impacts of natural disasters.</p> <p>Exemplar:</p> <p>Deduce from a text the meanings of the following phrases:</p> <p>وقوع الكوارث الطبيعية الزلازل البراكين الأعاصير الأنشطة البشرية التدابير اللازمة للحماية حركة الصحور جوف الأرض ثوران البراكين</p>	<p>Listening skills,</p> <p>Critical thinking,</p> <p>Reflection and evaluation,</p> <p>problem solving and</p> <p>Global citizenship</p>
<p>B9.1.2.2 Demonstrate understanding of language use in school debate on education and career plans.</p>	<p>B9.1.2.2.1 Show ability to listen accurately and critically and identify implied meanings in statement for appropriate response.</p> <p>وظيفة المرأة المتعلمة</p> <p>Exemplar:</p> <p>Clarify the implied meaning of a statement by:</p> <ul style="list-style-type: none"> - Identifying the Topic - Considering the central word, and discarding the supporting words. - Check the synonyms and pick one that is aligned to the supporting words. 	<p>Listening skills,</p> <p>Critical thinking,</p> <p>Reflection and evaluation</p>
	<p>B9.1.2.2.2. Demonstrate ability to discriminate between the main and subsidiary ideas in discourse, and organize answers.</p> <p>Exemplar:</p> <p>أهمية تعليم البنات</p>	<p>Listening skills,</p> <p>Critical thinking,</p> <p>Reflection and evaluation and problem solving.</p>

	Point out the main idea(s), and the subsidiary ones in an audio-visual material, and give personal observations.	
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STRAND: B9.2 Speaking
SUB-STRAND: B9.2.1 Everyday Oral Communication

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B9.2.1.1 Demonstrate competence in speaking in an informal context.	B9.2.1.1.1. Show ability to distinguish between formal and informal registers of familiar vocabulary. Exemplar: <ol style="list-style-type: none"> 1. Give your understanding of what formal and informal language are, with examples. 2. Give the appropriate informal language in terms of the following: Context, Sentences, Language, Voice, Interjections, Personal pronoun, Tone. 3. Give 10 sentences in an informal context. 	Presenting skills, Critical thinking, Reflection and evaluation

	<p>B9.2.1.1.2.Show communicative competence by using appropriate expressions for names of languages and countries.</p> <p>Exemplar</p> <p>Give the names of popular languages in the world:</p> <p>اللغة الإنجليزية، لغة الماندرين (الصينية)، اللغة الهندية، اللغة العربية، اللغة الإسبانية، اللغة الروسية، اللغة البرتغالية، اللغة البنغالية، اللغة الفرنسية، اللغة الألمانية</p>	<p>Presenting skills,</p> <p>Critical thinking and</p> <p>Global citizenship</p>
	<p>B9.2.1.1.3. Demonstrate skills in using some culturally specific gestures in a limited range of special occasions.</p> <p>Exemplar:</p> <p>1. Use the following vocabulary to talk about a marriage ceremony you have witnessed:</p> <p>الزواج</p> <p>ماشاء الله حفلة زواج أخيا اليوم / وهو عريس / والعروس جميلة جدا / لكن المهر رخيص / العقد يكون نفيقاعة الحفلات الخاصة</p> <p>1. Use the following vocabulary to talk about a naming ceremony you have witnessed:</p> <p>حفلة التسمية</p> <p>عندنا العقيقة اليوم، أختزوجة عمي هي التي ولدت وأنجبت وستدبح العقيقة، ستكثر المأدبة، لأن عدد الحاضر ينكبير اجدا.</p>	<p>Cultural identity and</p> <p>global citizenship</p>

	<p>B9.2.1.1. 4.Show mastery of appropriate speech act and diction in communicating about a food and health.</p> <p>Exemplar:</p> <p>1. Use the following expressions to talk about going out for dinner. مرحبا بك يا خادِم المطعم / ماذا عندكم من الأطعمَة؟ لدينا عديدة/ اقعِد بجانب المائدة / الطعم جاهز / الأرز مع إدام صلصة والسلطة / الفول المخلوط بالأرز وإدام حارة / 'فوفو' مع شربة / توابل و مقبلات. المشويات / المقلي / المسلوك</p> <p>2. Use the following expressions to talk about food and health. العناية بالصحة والبدانة(سمنة) أشعر بآلام شديدة في المعدة / و أنا سمين جدا أيضا / المحافظة على نظافة الأكل / غسل اليدين قبل الأكل وبعده / النحيف والنظام الغذائي المتوازن / السكريات والنشويات والدهون/ سوء التغذية.</p>	<p>Presenting skills and Cultural identity</p>
<p>B9.2.1.2Demonstrate good arguments in school debates about education and career paths.</p>	<p>B9.2.1.2.1Demonstrate ability to employ various conversation strategies such as interrogative statement, surprise and wonder to advance an argument.</p> <p>كيف نكافح الغش في الامتحانات؟</p> <p>Exemplar:</p> <p>1. Pick a topic of your choice and use the following strategies to make a point and advance it. التعليم المزدوج - تحديات أصحاب العاهات - الذكاء الاصطناعي</p>	<p>Presenting skills, Critical thinking and Cultural identity</p>

	<ul style="list-style-type: none"> - Speak slowly and clearly - Check your body language - Listen and take notes - Tell a story or give an illustration to make your point 	
	<p>B9.2.1.2Show ability to select and manipulate certain Structures, like appropriate tense, emotive Language, to achieve specific communication goals.</p> <p>Exemplars:</p> <p style="text-align: center;">سلمت – حزنت - تألمت - نجحت – أصيبت – أبتليت - تنازلت</p> <p>Give an example of the following to prove persuasive competence:</p> <ul style="list-style-type: none"> - Opinion - a personal viewpoint often presented as if fact. - Personal pronouns - ‘I’, ‘you’ and ‘we’. - Imperative command - instructional language. - Rhetorical question - a question which implies its own answer. 	<p>Presenting skills,</p> <p>Critical thinking and</p> <p>Cultural identity</p>
	<p>B9.2.1.3Demonstrate awareness of verbal and non-verbal communications to communicate effectively and accurately.</p> <p>Exemplar:</p> <p style="text-align: center;">استعمال الإشارات والنغمات وتعبيرات الوجه والإيماءات وغيرها</p> <p>Give examples of the following known Arabic nonverbal communication:</p> <ul style="list-style-type: none"> - Gestures - facial expressions 	<p>Presenting skills,</p> <p>Critical thinking and</p> <p>Cultural identity</p>

	<ul style="list-style-type: none"> - tone of voice - eye contact (or lack thereof) - body language - posture. 	
B9.2.1.3. Show proficiency in expressing cogent viewpoints in class discussions.	B9.2.1.3.1. Demonstrate ability to express personal contributions in a discussion about inter-school football games/gala.	Presenting skills, Critical thinking and Global citizenship
	Exemplar: Use the following phrases to contribute in a class discussion about sports	
	المباراة الرياضية بين المدارس بطولة كأس مباراة ضربة جزاء نتيجة مباريات كرة القدم	
	B9.2.1.3.2. Show proficiency in presenting clear personal ideas after reading discussing of school athletics.	Presenting skills, Critical thinking and Personal development
	Exemplar: Show what goes into the following to help in class discussions of a text: <ul style="list-style-type: none"> - Preparation - Listening - Originality - Summarizing other views 	
	B9.2.1.3.3. Show ability to predict the closest meanings of some unfamiliar words in a text about sports.	Presenting skills and Critical thinking

	<p style="text-align: right;">مباريات الكاس الأفريقي</p> <p>Exemplar:</p> <p style="text-align: right;">المدرّب - الناري - الفريق - الاعبون - الفئائل</p> <p>Do the following exercises to arrive at the meaning of the unknown words:</p> <ul style="list-style-type: none"> - Identify known words related to unfamiliar words from the passage - Provide meanings of new words considering the context of the sentences in the passage. - Confirm from the dictionary your suggested meanings. 	
<p>B9.2.1.4. Demonstrate oral proficiency in the usage of modelled text of specified length to talk about celebrations and festivals.</p>	<p>B9.2.1.4.1. Show acquisition of sufficient vocabulary of 30 words to orally construct sentences about independence celebration.</p> <p style="text-align: right;">احتفال بعيد الاستقلال - حب الوطن</p> <p>Exemplar:</p> <p>Using the following phrases associated with Ghanaian independence celebration, talk about or take part in such discussion.</p> <p style="text-align: right;">الاحتلال البريطاني، المستعمر البريطاني، نالت غانا استقلالها عام 1957م، و استعادت حريتها، غيرت غانا اسمها من " ساحل الذهب"، إلى غانا.</p>	<p>Presenting skills, Critical thinking, Cultural identity and Global citizenship</p>

	<p>B9.2.1.4.2. Show adequate acquisition and usage of vocabulary of 30 words for self-expression about Arab/Muslim celebration of eid.</p> <p>عيد الفطر - عيد الأضحى</p> <p>Exemplar:</p> <p>Using the following phrases associated with Arab celebration of eid, talk about or take part in such discussion.</p> <p>عيدُ الفطر، اتمام الصيام، عيد الأضحى، احتفال المسلمين، بعد غروب الشمس، يوم فرح وسرور ، دفع زكاة الفطر، صلاة العيد، تبادل التهاني، زيارة الأهل والأقرباء والأصدقاء والجيران، أكل الحلويات وكعك والأطعمة</p>	<p>Presenting skills,</p> <p>Critical thinking and</p> <p>Cultural identity</p>
	<p>B9.2.1.4.3. Show proficiency in the use of previously learnt phrases and simple sentences in an interactive conversation about a selected local festival</p> <p>Exemplar:</p> <p>Use the following phrases to talk about Ghanaian traditional festivals such as Odwira, Homowo, Danba.</p> <p>تراث غني بالفنون والحرف، إقامة احتفالات شعبية ، حفلات رقص فنون شعبية ، توزيع حلويات، هدايا على الأطفال، إقامة عرض عربي، قدم راقصون استعراضات فنية ، ارتداء ملابس وأزياء باللون الأبيض مطعم بالألوان المخلفة، رقصة فولكلورية على أنغام شعبية،</p>	<p>Presenting skills,</p> <p>Critical thinking,</p> <p>Personal identity and</p> <p>Cultural identity</p>

STRAND: B9.2 Speaking
SUB-STRAND: B9.2.2 Oracy and Aesthetics

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B8.2.2.1 Participate in a rehearsed Play with dialogues.</p>	<p>B9.2.2.1.1. Demonstrate oral communicative skills through supporting role play in a drama.</p> <p>Exemplar:</p> <p>Participate in a drama with title, and play the supporting character named “.....”, displaying his/her actions and utterances.</p>	<p>Presenting skills, Teamwork, Critical thinking and Cultural identity</p>
	<p>B9.2.2.1.2. Demonstrate ability to play the main character in a simple play.</p> <p>Exemplar:</p> <p>Participate in a drama with title, and play the main character named “.....”, displaying his/her actions and utterances.</p>	<p>Presenting skills, leadership, teamwork, Critical thinking and Cultural identity</p>

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STRAND: B9.2 Speaking
SUB-STRAND: B9.2.3 Grammar

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B9.2.3.1 Speaking Good Arabic: Grammar Unit: Doing words (Verbs and tenses)</p>	<p>B9.2.3.1.1. Demonstrate knowledge of verb conjugation in simple connected dialogues which include the use of present/past tense for first person singular/plural.</p> <p>متى تزور المكتبة؟ أزرر المكتبة في المساء كيف أصبحت؟ أصبحت بخير ماذا تفعلان أنتما؟ نذاكر دروسنا</p> <p>Exemplar:</p> <ol style="list-style-type: none"> 1. Say what you do every day and what you are doing now (Tenses: Present) فعل مضارع – مثل : أذهب - أكتب - أفتح – أجلس نذهب - نكتب - نفتح – نجلس 2. Say what you did yesterday (Tense: Past) 	<p>Presenting skills and Critical thinking</p>

	<p>فعلماضي . مثل : ذهب-كتبت-،فتحت-،جلست</p> <p>ذهبنا - كتبنا - فتحنا-جلسنا</p>	
	<p>B9.2.3.1.2. Demonstrate knowledge of verb conjugation in simple connected dialogues which include the use of present tense for second person singular/plural.</p> <p>Exemplar:</p> <p>1. Tell someone/audience listening to you what he does /they do everyday or what someone/ audience is/are doing now (Tenses: Present)</p> <p>فعل مضارع: مثل : تذهب- تذهبن - تكتبان - تفتحنون – تجلسن</p> <p>Tell someone/audience listening to you what he/they did yesterday (Tenses: Past)</p> <p>فعلماضي . مثل : ذهبتم-ذهبتما- ذهبتم،كتبت- كتبتما- كتبتنم،فتحت- فتحتما – فتحتنتم- فتحتن</p> <p>Ask someone to do something (Imperative)</p> <p>فعلأمر . مثل : اذهب - اکتا - افتحوا – اجلسن</p>	<p>Presenting skills and Critical thinking</p>

	<p>B9.2.3.1.3. Demonstrate knowledge of verb conjugation in simple connected dialogues which include the use of present tense for third person/singular/plural /masculine/feminine.</p> <p>Exemplar:</p> <p>Say what someone/ audience does/do everyday or is/are doing now (Tenses: Present</p> <p>فعل مضارع: مثل : يذهب - يذهبون - يذهبان - يذهبن - يفتحون - تجلسن</p> <p>Say what someone/ audience did yesterday (Tenses: Past)</p> <p>فعل ماضي . مثل : ذهب - ذهبل - ذهبل - ذهبوا - ذهبن - كتب - كتبا - كتبا - كتبا - كتبن</p>	<p>Presenting skills and Critical thinking</p>
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STRAND: B9.3 Reading
SUB-STRAND: B9.3.1 Phonological awareness / Oral Reading Fluency

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
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<p>B9.3.1.1 Show reading skills of a moderately complex text at a reasonable speed about the dangers of social vices.</p>	<p>B9.3.1.1.1. Show fluency and correct pronunciation of semi vowelized joint Arabic letters, phrases and simple sentences as they appear in a script.</p> <p>Exemplar:</p> <p>Read the following passage carefully and place the missing diacritics (harakat) in their appropriate places:</p> <p>أتريدين شيئاً من السوق يا أم أحمد؟ نعم. أريد مغرّةً ومقلّةً ومكواهً ومقصّاً. ما أكثر طلباتك يا أم أحمد! ألم اشترى لك هذه الأشياء في العام الماضي؟ بلى، ولكنها من الطراز القديم. وقد جاءت في السوق الآن أطرزة حديثة وهي طبعاً أحسن وأجود... نسيت أن أذكر القمح والعدس اسمع أن هذا البقال الجديد مُطَقَّفٌ فلا تشتري منه شيئاً. ويُؤلِّ للمُطَقِّفِينَ. ولكن كيف عرفت ذلك؟ إن الجبن الذي اشتريت منه قبل أيام وزنته يميزاننا، فوجدته ناقصاً. وكذلك كلُّ البرّ، فوجدته أيضاً ناقصاً.</p>	<p>Presenting skills and Critical thinking</p>
	<p>B93.1.1.2.2.Show reading skills in articulating various letters and their representative sounds.</p> <p>Read the following rhythmic combination of semi-complex sounds jingles at a reasonable speed.</p> <p>أُبْهَى النَّاسُ، اسْمَعُوا وَغُوا، مَنْ عَاشَ مَاتَ، وَمَنْ مَاتَ فَاتَ، وَكُلُّ مَا هُوَ آتٍ آتٍ .. مطر ونبات وأرزاق وأقوات وآباء وأمّهات وأحباء</p>	<p>Presenting skills, Knowledge, understanding, skills and Strategies</p>

	<p>وأموات وأشتات، لَيْلٌ دَاجٍ، وَنَهَارٌ سَاجٍ، وَسَمَاءٌ ذَاتُ أَبْرَاجٍ، وَأَرْضٌ ذَاتُ فَجَاجٍ، وَبَحَارٌ ذَاتُ أَمْوَاجٍ، وَنُجُومٌ تَنْزَهَرُ، وَبِحَارٌ تَنْزَحِرُ.. إِنَّ فِي السَّمَاءِ لَحَبْرًا، وَإِنَّ فِي الْأَرْضِ لَعِبْرًا. (قس بن ساعدة الإيادي).</p>	
	<p>B93.1.1.2.3. Show reading skills in articulating rare combination of letters and their representative sounds.</p> <p>Read the following rhythmic combination of complex sounds jingles at a reasonable speed.</p> <p>عَلِّمُوهَا إِذَا أَرَدْتُمْ عِلْمَهَا فَيَعْبُرُ التَّعْلِيمَ لَنْ تَرْفَعُوهَا هَدِّبُوا خُلُقَهَا وَرَفُّوا نُهَاهَا وَأَرْفَعُوا شَأْنَهَا وَلَا تُهْمَلُوهَا هِيَ بِنْتُ لَكُمْ وَأُخْتٌ وَأُمٌّ يَحْتَنِيهَا فِي كُلِّ أَمْرٍ بِنُوهَا عَلِّمُوهَا أَنَّ التَّفَرُّجَ دَائٍ نَاحٍ مِنْهُ قَرِينُهَا وَأَبُوهَا عَلِّمُوهَا أَنَّ الْفَضِيلَةَ كَنْزٌ لَيْسَ يَفْنَى وَلَا يَمُوتُ دُوهَا</p>	<p>Presenting skills, knowledge, understanding, skills and strategies.</p>

STRAND: B9.3 Reading
SUB-STRAND: B9.3.2 Reading Comprehension

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
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<p>B9.3.2.1 Reading skills of a moderately complex text at a reasonable speed about religious festivals and celebrations.</p>	<p>B9.3.2.1.1. Identify the subject matter of a text through illustrations, titles and extra clues.</p> <p>Exemplars:</p> <p>يعتبر العيد يوم من الفرح والسرور الذي يعم على الصغار والكبار على حد سواء فإنّ الله تعالى يحبّ أن تظهر نعمته على العبد عن طريق اللباس الجديد الأنيق، وتناول ألذّ المأكولات دون التبذير، فإنّ الله أحلّ للناس الطيبات من اللباس والطعام في ذلك اليوم، وهو شكر الله تعالى على نعمة التي أنعم علينا بها، بالإضافة إلى توفيقه لنا في جميع مجالات حياتنا، وقد أحلّ الله للمسلمين عيدان فقط وهما عيد الأضحى المبارك، وعيد الفطر السعيد.</p> <p>1. Observe the following text elements and state what idea comes to mind as:</p> <p>Which aspect of the text contributes to your understanding of the text and how?</p>	<p>Presenting skills, Critical thinking and Cultural identity</p>
	<p>B9.3.2.1.2. Recognize and respond to key ideas from a passage about a given topic.</p> <p>أدب التعامل مع الناس</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. List what you already know about the topic. 2. Write questions about what you want to learn from reading the text. 3. Look for answers to the questions, and write them down. 	<p>Presenting skills, Critical thinking and Cultural identity</p>
	<p>B9.3.2.1.3. Demonstrate active contributions to group reading to develop comprehension skills.</p>	<p>Presenting skills, Critical thinking and</p>

	<p>الاقتراعات الفرعية والمشكلات المرتبة بها</p> <p>(By elections and problems associated with it)</p> <p>Exemplars:</p> <p>Identify any of the following structures of a text as a contribution to an after-reading discussion:</p> <p>Cause and effect</p> <ul style="list-style-type: none"> - Problem and solution - Compare and contrast - Description - Time order (sequence of events, actions, or steps) 	Cultural identity
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STRAND: B9.3 Reading
SUB-STRAND: B9.3.3 Grammar

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B9.3.3.1 Speaking Good Arabic: Grammar Unit:	B9.3.3.1.1 Demonstrate knowledge of verb tenses in reading a semi vowelized script in imperfect tense showing person/gender/number.	Presenting skills, Critical thinking , Personal

<p>Doing words (Verbs and tenses)</p>	<p>Exemplars:</p> <p>Extract from the following text imperfect tense showing person/gender/number.</p> <p>كَانَ الْحَلِيفَةُ عَمْرُ بْنُ الْحَطَّابِ يَسِيرُ فِي الْمَدِينَةِ وَمَعَهُ خَادِمُهُ، وَاللَّيْلُ مُظْلِمٌ وَالطَّرِيقُ خَالِيَةٌ مِنَ النَّاسِ، فَسَمِعَ صَوْتَ امْرَأَةٍ تَقُولُ لِابْنَتِهَا : فُؤَمِي يَا ابْنَتِي وَضْعِي مَاءً فِي اللَّبَنِ وَاسْتَعْلِدِي لِبَيْعِهِ فِي الصَّبَاحِ. فَأَجَابَتْ ابْنَتُهَا: إِنَّ الْحَلِيفَةَ مَنَعَنَا مِنْ غَشِّ اللَّبَنِ بِالْمَاءِ. قَالَتْ الْأُمُّ: الْحَلِيفَةُ غَائِبٌ فَهَلْ يَرَانَا؟ أَوْ هَلْ يَرَانَا أَحَدٌ؟ قَالَتْ ابْنَتُهَا: لَا يَرَانَا أَحَدٌ مِنَ النَّاسِ يَا أُمَّهُ وَلَكِنَّ اللَّهَ يَرَانَا. أُعْجِبَ أَمِيرُ الْمُؤْمِنِينَ بِكَلَامِ الْفَتَاةِ وَيُحْسِنُ أَخْلَاقَهَا، ثُمَّ قَالَ لِخَادِمِهِ: الْفَتَاةُ طَيِّبَةٌ وَسَوْفَ أُزَوِّجُهَا لَوْلَدِي عَاصِمٍ.</p>	<p>development and Cultural identity</p>
	<p>B93.3.1.2. Demonstrate knowledge of verb tenses in reading a semi vowelized script in perfect tense showing person/gender/number.</p> <p>Exemplars:</p> <p>Extract from the following text verb in perfect tense showing person/gender/number.</p> <p>أَرْمِيَاءُ تَلْمِيذٌ ذَكِيٌّ، طَلَبَ مِنْهُ مُعَلِّمُهُ أَنْ يَتَحَدَّثَ عَنْ أُسْرَتِهِ فَقَالَ: أُسْرَتِي صَغِيرَةٌ الْعَدَدُ لَكِنَّهَا سَعِيدَةٌ، فَأَبِي هُوَ الَّذِي يَتَعَبُ مِنْ أَجْلِنَا، وَأُمِّي هِيَ الَّتِي تَرَعَى الْبَيْتَ وَتَعْمَلُ عَلَيَّ رَاحَتَنَا، أَخَوَايَ الْكَبِيرَانِ مُعَاذُ وَيُوسُفُ هُمَا اللَّذَانِ يُسَاعِدَانِي فِي فَهْمِ الدُّرُوسِ، كَمَا أَنَّ أُخْتِي مِمْوونَةُ وَحَمْدِيَةُ هُمَا اللَّتَانِ تَقُومَانِ بِإِعْدَادِ الطَّعَامِ وَتَنْظِيفِ الْبَيْتِ، وَيَسْكُنُ بِجَوَارِنَا أَعْمَامِي الَّذِينَ يَجِبُونَ أَيْ كَثِيرًا، كَمَا تَحْضُرُ إِلَيَّ مَنْزِلَنَا عَمَّاتِي وَخَالَاتِي اللَّائِي يَعْمَلْنَ بِرِنَازَهْنَ عَلَى زِيَادَةِ الْحُبِّ بَيْنَ أَفْرَادِ أُسْرَتِنَا. وَتَفْرَحُ أُسْرَتِي بِمَنْ يَأْتِي كَرِنَازَهَا، وَتَفْتَنُ بِمَا رَزَقَهَا اللَّهُ مِنْ فَضْلِهِ، وَهَذَا تَعِيشٌ فِي سَعَادَةٍ تَامَةٍ.</p>	<p>Presenting skills, Critical thinking and Personal development</p>
	<p>B93.3.1.3 Demonstrate knowledge of verb tenses in reading a semi vowelized script in imperative mood showing person/gender/number.</p>	<p>Presenting skills, Critical thinking, Personal</p>

	<p>Exemplars:</p> <p>Extract from the following text verbimperative mood showing person/gender/number.</p> <p>المدرّسُ: أينَ قلمائي؟ (بصوتٍ عالٍ) أرايتُم قلميَّ يا إخوانُ؟</p> <p>ماجد: هاهما قلماك يا أستاذ. هُما تحْت حقيبتك.</p> <p>المدرس: هاتوا دفاتركم يا إخوان. يُسلّم لي كُلُّ واحدٍ منكم دفتريْن دفتَرَ النَّحو ودفتَرَ الصَّرْفِ.</p> <p>المدرس: اذهبْ إلى البيتِ في الفُسْحَةِ واحضرهم.</p> <p>المدرس: تعالَ ياهشام. خذْ دفتريكَ. ذانك دفترا زميلك... يامسعود.</p>	<p>identity and</p> <p>Cultural identity</p>
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STRAND: B9.3 Reading
SUB-STRAND: B9.3.4 Critical Reading

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B9.3.4.1 Demonstrate understanding by making inferences and	B9.3.4.1.1 Demonstrate ability to make inferences of text features such as word order, conjugation of verbs and sentence structure.	Presenting skills and Critical thinking

<p>predictions based on textual cues</p>	<p>المُعَلِّمُ كَالْوَالِدِ، يَزْعَى النَّشْءَ وَيُرَبِّي الْأَبْنَاءَ، وَيَخْرُصُ عَلَى سَلَامَتِهِمْ مِنْ كُلِّ سُوءٍ، يُضِيءُ لَهُمُ الطَّرِيقَ وَيَهْتُمُّ بِالْعِلْمِ، وَيَتَخَفُّهُمْ دِفْءَ الْمَعْرِفَةِ، وَيَتَحَمَّلُ الْعَبَثَ الثَّقِيلَ فِي تَرْبِيَّتِهِمْ. وَالْمُعَلِّمُ إِذَا أَخْلَصَ الْقَصْدَ، وَأَحْسَنَ الْعَمَلَ، اسْتَطَاعَ فِي هُدُوءٍ وَرَوِيَّةٍ أَنْ يُوجِّهَ أَخْلَاقَهُمْ وَعُقُومَهُمْ فِي التَّمَسُّكِ بِالدِّينِ وَالْإِخْلَاصِ فِي الْعَمَلِ، وَأَدَاءِ الْأَمَانَةِ وَحُبِّ الْفَضِيلَةِ فَلَا شَيْءٌ يَعْرِفُ الْمُعَلِّمَ عَنْ بِنَاءِ رِجَالِ الْغَدِ، وَتَحْقِيقِ الْمُسْتَقْبَلِ الْهَيِّئِ لَهُمْ.</p> <p>Exemplars:</p> <p>Give an interpretation of the following text features:</p> <ul style="list-style-type: none"> - Titles, headings, subheadings, preface, contents page, bullet points, glossary, index, guide words 	
	<p>B9.3.4.1.2. Show ability to identify cultural elements and their depictions in a simple text.</p> <p>يَتَّبِعُ النَّاسُ عَادَةً خَاصَّةً بِهِمْ فِي الزَّوْجِ فِي بَعْضِ الدُّوَلِ ، فَإِذَا أَرَادَ الشَّابُّ حِطْبَةَ فَنَاتٍ ذَهَبَ إِلَى أُسْرَتِهَا وَبَحَثَ مَعَهُمْ أُمُورَ الزَّوْجِ . وَفِي مَهَايَةِ الْحَدِيثِ لَا تُعْطَى الْأُسْرَةُ رَأْيَهَا صَرَاحَةً بِنَعْمٍ أَوْ لَا ، بَلْ تُقَدِّمُ لَهُ الْقَهْوَةَ . فَإِذَا كَانَتْ حُلُوةً فَمَعْنَى ذَلِكَ أَنَّهُمْ قَبِلُوهُ زَوْجًا لِلْفَتَاةِ ، وَإِذَا كَانَتْ مُرَّةً فَقَدْ رَفَضَتِ الْأُسْرَةُ الطَّلَبَ ، وَعَلَيْهِ أَنْ يَجِدَ حِطْبًا أَحْسَنَ فِي مَكَانٍ آخَرَ .</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify what depictions portray Arab culture in the reading text. 2. To what extent are the following elements tell about the Arab culture in a given text: Dressing, mannerism, communication, scenery, art. 	<p>Presenting skills, Knowledge, understanding, skills and strategies and</p> <p>Critical thinking</p>
	<p>B9.3.4.1.3. Demonstrate competence in vocabulary building to enhance understanding of unfamiliar texts.</p>	<p>Presenting skills and</p> <p>Critical thinking</p>

	<p>ترعرع - ناضل - ذاكر - استذكر - المحامي - الوزير - قاض القضاة - فناء المدرسة</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. List familiar words from the text. 2. List the unfamiliar words or new ones. 3. Infer the meanings of the new words in their context. 4. Look up the word in a dictionary 5. Compare the dictionary definition with what you inferred. 	
<p>B9.3.4.2. Demonstrate knowledge and appreciation about text analysis and reading techniques.</p>	<p>B9.3.4.2. 1. Show ability to engage in critical reading of a text by indicating how word changes meanings and understanding.</p> <p>Exemplars:</p> <p>رَأَتْ أُدْجُوا رَجُلًا أَعْمَى ، وَكَانَ الْأَعْمَى يَحْمِلُ صُنْدُوقًا ، وَكَانَ يُرِيدُ أَنْ يَغْتَبِرَ الطَّرِيقَ ، وَالسَّبَّازَاتُ تَمْلَأُ الشَّارِعَ ، ذَهَبَتْ أُدْجُوا إِلَى الْأَعْمَى وَحَمَلَتْ الصُّنْدُوقَ ، وَأَخَذَتْ بِيَدِ الرَّجُلِ فَأَوْصَلَتْهُ إِلَى الْجَانِبِ الْآخِرِ ، رَفَعَ الْأَعْمَى يَدَيْهِ إِلَى السَّمَاءِ ، وَدَعَا لِأُدْجُوا وَطَلَّبَ مِنَ اللَّهِ أَنْ يُحْفَظَهَا وَيُنَجِّحَهَا فِي دُرُوسِهَا .</p> <ol style="list-style-type: none"> 1. Build your vocabulary by answering the following: <ul style="list-style-type: none"> - Which words do you notice first? Why? - Look up any unfamiliar words. - Look in the Dictionary for their literary meanings. - What do they actually mean here? 	<p>Presenting skills and Critical thinking</p>

	<p>- What type of writing is the passage? (For example, narration, description, argument, dialogue, rhymed or alliterative poetry, etc.)</p>	
	<p>B9.3.4.2. 2. Show awareness and appreciation of points of view of the literary narration and characterisation.</p> <p>Exemplars:</p> <p style="text-align: center;">أَهْلًا يَا صَدِيقِي الْعَبَّاسُ أَهْلًا بِكَ يَا إِسْمَاعِيلُ</p> <p style="text-align: center;">أَيْنَ كُنْتَ يَا عَبَّاسُ؟ كُنْتُ فِي الْجَامِعَةِ</p> <p style="text-align: center;">مَاذَا كُنْتَ تَعْمَلُ؟ كُنْتُ أَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ</p> <p style="text-align: center;">وَهَلْ يَتَعَلَّمُ فِيهَا غَيْرُ الْعَرَبِ؟ نَعَمْ، فِيهَا قِسْمٌ لِتَعْلِيمِ غَيْرِ الْعَرَبِ، وَقَدْ تَعَلَّمْتُ كَيْفَ أَكْتُبُ، وَكَيْفَ أَقْرَأُ بِاللُّغَةِ الْعَرَبِيَّةِ</p> <p style="text-align: center;">إِذَنْ، مِنْ الْعَدِ سَأَذْهَبُ مَعَكَ لِأَتَعَلَّمَ اللُّغَةَ الْعَرَبِيَّةَ</p> <p>Identify the point of view of the narration and characterisation by answering the following:</p> <ul style="list-style-type: none"> - How does the passage make you react or think about any characters or events within the narrative? - Who speaks in the passage? To whom does he or she speak? - 	<p>Presenting skills,</p> <p>Critical thinking and</p> <p>Personal development</p>
	<p>B9.3.4.2.3. Show awareness and appreciation of author's manipulation of words to give literal or allegorical meaning.</p> <p>Exemplar:</p> <p style="text-align: center;">قامت شمس تظللني ومن عجب شمس تظللني من الشمس</p>	<p>Presenting skills,</p> <p>Critical thinking and</p> <p>Reflection and evaluation</p>

	<p>Identify the objects, colors, animals, or plants that serve other purpose other than their original role in the text by answering the following:</p> <ul style="list-style-type: none"> - Are there metaphors? What kinds? - Is there one controlling metaphor? If not, how many different metaphors are there, and in what order do they occur? How might that be significant? - How might objects represent something else? - 	
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STRAND: B9.4 Writing

SUB-STRAND: B9.4.1 Writing and Calligraphy (Al-Khatt)

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B9.4.1.1 Demonstrate knowledge of applicable writing rules on Arabic syntactic structures.</p>	<p>B9.4.1.1.1. Demonstrate awareness of the rules for writing word-initial hamza (ء) in the Arabic text.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain the rules for writing hamza (ء) at the beginnings of the following nouns: امرأة، اثنين، اسم، ابن، ابنة، أحمد، أمير، إسرائ، أسامة 2. Explain the rules for writing hamza (ء) in the following verbs: أنا، أسبوع إمام 	<p>Knowledge, understanding, skill and strategies.</p>

	احترم، اقترب، استمع انقلب، انكسر، انقطع، استقبل، استخدم، استقال	
<p>B9.4.1.1.2. Demonstrate awareness of the rules for writing word-medial hamza (ء) in the Arabic text.</p> <p>Exemplars:</p> <p>State the rules that determine how hamzat is written in word-medial position in the following groups:</p>	<p>الهمزة المتوسطة</p> <p>طَائِرُهُ - يَمْسِرُ - مِمَاتٌ هَنِيئًا - تُضِيئُهُ - مَرِيئًا مَسْئُولٌ - مَشْئُومٌ - شُئُونُ</p> <p>هَيْئَةٌ - مَشِيئَةٌ - سُئِلَ سُؤَالٌ - تَفَاؤُلٌ شَأْنٌ - سَأَلَ - مَأْدَبَةٌ مُرُوَّةٌ - تَفَاءَلَ</p>	<p>Knowledge, understanding, skill and strategies.</p>
<p>B9.4.1.1.3. Demonstrate awareness of the rules for writing word-final hamza (ء) in the Arabic text.</p> <p>Exemplars:</p> <p>1. State the rules that determine how hamzat is written in word-final position in the</p>	<p>الهمزة في آخر الكلمة</p>	<p>Knowledge, understanding, skill and strategies.</p>

following word groups:

مِلءٌ تُضِيءُ هُدوءٌ حَمْرَاءُ

2. State the rules that determine how word-final hamza with accusative tanwīn is written in word-final position in the following word groups:

نُوءًا ← نُوءٌ، بَدَاءًا ← بَدَاءٌ، جِزْءًا ← جِزْءٌ

تِبَاطُؤًا ← تِبَاطُؤٌ، لُؤْلُؤًا ← لُؤْلُؤٌ، شَاطِئًا ← شَاطِئٌ

هَوَاءٌ ← هَوَاءٌ، مَاءٌ ← مَاءٌ، جِرَاءٌ ← جِرَاءٌ

مَبْدَأًا ← مَبْدَأٌ، مَلْجَأًا ← مَلْجَأٌ، مَنَشَأًا ← مَنَشَأٌ

بُطْءًا ← بُطْءٌ، مِلْءًا ← مِلْءٌ، شَيْئًا ← شَيْئٌ

STRAND: B9.4 Writing
SUB-STRAND: B9.4.2 COMPOSITION

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B9.4.2.1 Demonstrate knowledge in use of appropriate style in composition.</p>	<p>B9.4.2.1.1. Show writing skill in simple compositions, including a dialogue, formal and informal essays.</p> <p>أكتب انشاء حول أضرار التدخين</p> <p>Exemplar:</p> <p>Pick a topic and write a 100-word informal essay taking into consideration the following factors:</p> <p>Context, Sentences, Language, Voice, Interjections, Personal pronoun, Tone.</p>	<p>Knowledge, understanding, skill and strategies.</p> <p>Critical thinking</p>
	<p>B9.4.2.1.2. Demonstrate ability to recognize formal and informal in correspondence.</p> <p>الرسائل الشخصية والرسائل الرسمية</p> <p>Exemplars:</p> <p>1. Identify the following types of informal letters:</p>	<p>Presenting skills, Knowledge, understanding, skill and strategies.</p> <p>Critical thinking</p>

	<p>الرسائل الشخصية:</p> <ul style="list-style-type: none"> - رسائل الدعوات، والردود، - رسائل العاطفية - رسائل الترحيب - رسائل الشكر - رسائل الاعتذار - رسائل التهئة <p>2. Write a short letter to your teacher telling him/her why you would not be able to attend his/her class.</p> <p>3. Write a short text message to your friends inviting them to your house for lunch.</p>	
	<p>B9.4.2.1.3. Demonstrate ability to recognize formal texts and informal correspondence.</p> <p>Exemplars:</p> <p>1. Identify the following types of formal letters:</p> <p>الرسائل الرسمية.</p> <ul style="list-style-type: none"> - رسائل العمل - رسائل المصلحة - رسائل الالتماس - رسائل الاستعلام - رسائل التوظيف <p>2. Write a short formal letter to your school to thank the management for promoting good discipline in the school.</p> <p>3. Write a short petition to your local authority demanding them to address a</p>	<p>Presenting skills, Knowledge, understanding, skill and strategies.</p> <p>Critical thinking</p>

	<p>sanitation problem.</p> <p>B9.4.2.1.4. Show preliminary writing skills in a targeted text formats, including prose and poetry and drama</p> <p>Demonstrate a writing skill in writing effective essays of various types to a reader.</p> <p>Exemplar:</p> <p>اكتب حول الآتي:</p> <p>حادثة شاهدتها</p> <p>نزهة قمت بها</p> <ol style="list-style-type: none"> 1. Write a narrative essay to narrate an incident or a story you witnessed. 2. Write a descriptive essay to describe a place, an object, an event. 	<p>Presenting skills, Knowledge, understanding, skill and strategies.</p> <p>Critical thinking</p> <p>Reflection and evaluation</p>
<p>B9.4.2.2. Show knowledge of the process of developing and sequencing ideas and information in a content.</p>	<p>B9.4.2.2.1. Show writing skills in a targeted text formats, including prose and poetry and drama</p> <p>Demonstrate a writing skill in writing effective essays of various types to a reader.</p> <p>Exemplar:</p> <p>عبر عن فكرتك حول الغش الامتحانات</p> <ol style="list-style-type: none"> 1. Write an expository Essay based on facts, statistics, examples etc. 2. Write a Persuasive Essay to not only present facts but to convince the 	<p>Presenting skills, Knowledge, understanding, skill and strategies.</p> <p>Critical thinking.</p>

	reader of your point of view.	
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STRAND: B9.4 Writing
SUB-STRAND: B9.4.3 CREATIVE WRITING

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B9.4.3.1 Demonstrate ability to organize ideas logically and fluently in order to write coherent texts.</p>	<p>B9.4.3.1.1. Show good skills in essay plan, its draft, edit and revision.</p> <p>Exemplars:</p> <p style="text-align: right;">كتابة مقالة حول أضرار الرشوة</p> <p>Give the general outline or structure of your essay by writing ten sentences comprising of the following:</p> <ul style="list-style-type: none"> - The Introduction - The main body - The conclusion 	<p>Presenting skills, Knowledge, understanding, skill and strategies.</p> <p>Critical thinking</p>
	<p>B9.4.3.1.2. Demonstrate ability to select quotations that are relevant to an idea and incorporate them in a simple written prose.</p> <p>1. Write an essay on environment and incorporate the following quotations.</p>	<p>Presenting skills, Knowledge, understanding, skill and</p>

	<p style="text-align: center;">- المرء ابن البيئة التي يعيش فيها - أن نجعل كوكبنا الصغير مكاناً أفضل للعيش - المحافظة على البيئة مقياس لرفي الأمم. - المكان سر العنوان فدع بيتك عنوانك.</p> <p>2. Develop the following text by adding 10 more related sentences to expand it.</p> <p style="text-align: right;">- كيف تَلَوَّتْ الهواء؟</p> <p>جلس آدم حزينا ينظر إلى الدنيا التي كانت تملأها الأشجار الخضراء يوما والأزهار الملونة فلم يجد سوى الفضاء الواسع مألوه الدخان الخانق. من قبل كنت استمتع بكل حركة ولون في هذا الكون. وأخذ يتساءل: ماذا حدث؟ أين اختفت أيتها الأشجار الخضراء؟</p>	<p>strategies.</p> <p>Critical thinking</p> <p>Problem solving</p>
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CLASS: Basic 10
STRAND: B10 1. Listening
SUB-STRAND: B10.1.1 Phonics of Arabic Language

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B10.1.1.1. Show understanding of	B10.1.1.1.1. Demonstrate appreciation of different reading styles of various Arabic	Listening skills, Knowledge, understanding,

<p>popular literary forms and their peculiar auditory features.</p>	<p>texts.</p> <p>Exemplar:</p> <p>Identify the rhythm and intonations of the recitations of extracts of Arabic poetry and prose writing.</p> <p>(1)</p> <p>سَمِئْتُ تَكَالِيفَ الْحَيَاةِ وَمَنْ يَعِشْ ثَمَانِينَ حَوْلًا لَا أَبَا لَكَ يَسْأَمُ وَأَعْلَمُ مَا فِي الْيَوْمِ وَالْأَمْسِ قَبْلَهُ وَلَكِنِّي عَنْ عِلْمِ مَا فِي عَدِ عَمِ</p> <p>(2)</p> <p>أَيُّهَا النَّاسُ، اسْمَعُوا وَحُوا، إِنَّهُ مَنْ عَاشَرَ مَاتَ، وَمَنْ مَاتَ فَاتَ، وَكُلُّ مَا هُوَ آتٍ آتٍ، لَيْلٍ دَاجٍ، وَنَهَارٍ سَاجٍ، وَسَمَاءٌ دَاتُ أَبْرَاجٍ، وَبُحُومٌ تَزْهَرُ، وَبِحَارٌ تَزْحَرُ.</p>	<p>skills and strategies.</p>
	<p>B10.1.1.1.2.Demonstrate good appreciation of different language styles of various Arabic texts.</p> <p>Exemplar:</p>	<p>Listening skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p>

	<p>Identify the rhythm and intonations of the recitations of verses of Arabic poetry and those from the Quran.</p> <p>(1)</p> <p>أَلَا أَيُّهَا اللَّيْلُ الطَّوِيلُ أَلَا أَنجَلِ بِصُبحٍ، وما الإصباحُ مِنْكَ بِأَمثلِ فَإِنَّا لَكَ مِنَ اللَّيْلِ كَأَنَّ جُومَهُ بكلِ مُغارِ الفتلِ شُدَّتْ يَبذِلِ</p> <p>(2)</p> <p>“وَالشَّمْسِ وَضُحَاهَا * وَالْقَمَرِ إِذَا تَلَّاهَا * وَالتَّهَارِ إِذَا جَلَّاهَا * وَاللَّيْلِ إِذَا يَغشَاهَا * وَالسَّمَاءِ وَمَا بَنَاهَا * وَالْأَرْضِ وَمَا طَحَاهَا * وَنَفْسٍ وَمَا سَوَّاهَا * فَأَلْهَمَهَا فُجُورَهَا وَتَقْوَاهَا *”</p>	
	<p>B10.1.1.1.3. Demonstrate understanding of various regional dialects of the Arab world and distinguish the difference between the spoken dialogues.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Listen to the regional dialects of the following countries and identify each: Egypt, Morocco, Saudi Arabia, Sudan, Yemen and Palestine. 2. Tell which of the dialects is closer to Modern Standard Arabic 	<p>Listening skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p>
	<p>B10.1.1.1.4. Demonstrate understanding and appreciation of the similarities and differences of idiomatic expressions.</p> <p>Exemplars:</p> <p>Study the two groups of sentences and tell which ones are idiomatic expressions and</p>	<p>Listening skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p>

	<p>which ones are proverbs.</p> <table border="1" data-bbox="535 253 1561 557"> <thead> <tr> <th data-bbox="535 253 1048 317">ب</th> <th data-bbox="1048 253 1561 317">أ</th> </tr> </thead> <tbody> <tr> <td data-bbox="535 317 1048 397">إِذَا الشَّعْبُ يَوْمًا أَرَادَ الْحَيَاةَ فَلَا بُدَّ أَنْ يَسْتَجِيبَ الْقَدْرُ</td> <td data-bbox="1048 317 1561 397">هَذِهِ الْبَيْتُ طَوِيلَةٌ لِسَانٍ</td> </tr> <tr> <td data-bbox="535 397 1048 477">إِذَا غَامَزَتْ فِي شَرْفٍ مَرُومٍ فَلَا تَفْنَعُ بِمَا دُونَ النُّجُومِ</td> <td data-bbox="1048 397 1561 477">طَارَ عَقْلُهُ بِسَبَبِ الْمَشَاكِلِ</td> </tr> <tr> <td data-bbox="535 477 1048 557">أَسْمِعْ جَعَجَعَةً وَلَا أَرَى طِيْحَنَا</td> <td data-bbox="1048 477 1561 557">إِنْ قَلَبَ سَعِيدٌ رَأْسَ عَلِيٍّ عَقِبَ بَعْدَ الزَّوْاجِ.</td> </tr> </tbody> </table>	ب	أ	إِذَا الشَّعْبُ يَوْمًا أَرَادَ الْحَيَاةَ فَلَا بُدَّ أَنْ يَسْتَجِيبَ الْقَدْرُ	هَذِهِ الْبَيْتُ طَوِيلَةٌ لِسَانٍ	إِذَا غَامَزَتْ فِي شَرْفٍ مَرُومٍ فَلَا تَفْنَعُ بِمَا دُونَ النُّجُومِ	طَارَ عَقْلُهُ بِسَبَبِ الْمَشَاكِلِ	أَسْمِعْ جَعَجَعَةً وَلَا أَرَى طِيْحَنَا	إِنْ قَلَبَ سَعِيدٌ رَأْسَ عَلِيٍّ عَقِبَ بَعْدَ الزَّوْاجِ.	Critical thinking
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	<p>B10.1.1.1.5. Demonstrate understanding and appreciation of the auditory similarities and differences of proverbs and wise-saying.</p> <p>Exemplars:</p> <p>Study the two groups of sentences and tell which one are Arab's wise-sayings and which ones are proverbs.</p> <table border="1" data-bbox="535 991 1561 1367"> <thead> <tr> <th data-bbox="535 991 1048 1062">(2)</th> <th data-bbox="1048 991 1561 1062">(1)</th> </tr> </thead> <tbody> <tr> <td data-bbox="535 1062 1048 1203">على قدر أهل العزم تأتي العزائم وتأتي على قدر الكرام المكارم</td> <td data-bbox="1048 1062 1561 1203">إِنَّ أَخَاكَ مِنْ وَاسَاكَ</td> </tr> <tr> <td data-bbox="535 1203 1048 1367">لا تنه عن خلق وتأتي مثله عار عليك إذا فعلت عظيم</td> <td data-bbox="1048 1203 1561 1367">رَجَعَ بِحُكْمِي حُنَيْنِ</td> </tr> </tbody> </table>	(2)	(1)	على قدر أهل العزم تأتي العزائم وتأتي على قدر الكرام المكارم	إِنَّ أَخَاكَ مِنْ وَاسَاكَ	لا تنه عن خلق وتأتي مثله عار عليك إذا فعلت عظيم	رَجَعَ بِحُكْمِي حُنَيْنِ	<p>Listening skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Critical thinking</p>		
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	إذا كنت في كل الأمور معاتباً صديقك لم تلق الذي تعاتبه	أَسْمِعْ جَعَجَعَةً وَلَا أَرَى طِحْنًا	
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STRAND: B10.1 Listening
SUB-STRAND: B10.1.2 Listening Comprehension and Participation

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B10.1.2.1. Identify the different varieties of literary text read in class.	<p>B10.1.2.1.1. Demonstrate understanding of the distinction between an informational text and a narrative text.</p> <p>Exemplars:</p> <p>Identify a given reading text by answering the following:</p> <ul style="list-style-type: none"> - What is the main purpose of the article? What is the author trying to get the reader to learn or think about? - What are some of the facts or other types of information the author uses to support his point? - Which text structure(s) does the author use to help organize the information? - Why does the author choose to use a particular text structure? How does it assist in getting the author's point across? 	<p>Listening skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Critical thinking</p>

	<p>B10.1.2.1.2.Identify the characteristics and elements of a narration in a given text.</p> <p>Exemplars:</p> <p>Identify a given reading text by answering the following:</p> <ul style="list-style-type: none"> - Does the text tell a story? - Does the main character or person in the text faces a problem and tries to resolve the problem? - Is there a beginning, middle, and end. 	<p>Listening skills,</p> <p>Reflection and evaluation</p> <p>Critical thinking</p>
	<p>B10.1.2.1.3 Demonstrate ability to analyze the roles that characters play in a plot to understand the important stages of plot development.</p> <p>Exemplars:</p> <p>Give an idea about the plot of the story you are reading by answering the following:</p> <ul style="list-style-type: none"> - What is the situation of the character at the start of the story? - What suddenly happens to disturb that situation? - What obstacles has he/she encountered and how persistent are they? <p style="text-align: center;">- ما هي الأفكار الرئيسية في القصة؟ من هو بطل القصة؟ ما هي أهم أحداث القصة؟</p>	<p>Listening skills,</p> <p>Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Critical thinking</p>
<p>B10.1.2.2 Show listening skills in</p>	<p>B10.1.2.2.1. Demonstrate ability to identify the poetic elements and explain their literary functions.</p>	<p>Listening skills,</p> <p>Knowledge,</p>

discussions of texts of basic literary features.	Exemplars:		understanding, skills and strategies. Reflection and evaluation Critical thinking
	1. Name the traditional poetic themes after listening to 10 lines, and identify the poet.		
	عَلَى قَدْرِ أَهْلِ الْعَزْمِ تَأْتِي الْعَزَائِمُ	وَتَأْتِي عَلَى قَدْرِ الْكِرَامِ الْمَكَارِمُ	
وَتَعْظُمُ فِي عَيْنِ الصَّغِيرِ صِغَارُهَا	وَتَصْغُرُ فِي عَيْنِ الْعَظِيمِ الْعِظَائِمُ		

STRAND: B10.2 Speaking
SUB-STRAND: B10.2.1 Everyday Oral Communication

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B10.2.1.1 Demonstrate proficiency in speaking media language.	<p>B10.2.1.1.1. Show ability to use appropriate language in a formal text.</p> <p>Exemplar:</p> <p>1. Give the appropriate examples of formal language in terms of the following: Voice, Interjections, Personal pronoun, Tone.</p> <p>كيف تفعلُ هذا! يا لك من رجل! أمثلة: يا فاعلَ الخير أقبل ... طرقت الباب حتى كلَّ متنى* * فلما كل متنى كلمتني،</p> <p>2. Give 10 sentences in various formal contexts.</p>	<p>Listening skills, Presenting, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p>

	<p>هنيئاً لكم على النجاح، سعيد بمعرفتكم، وجدت قبولا في جامعة ليغون، أدرس العربية بدامعة وينبا، سأسافر إلى تركيا للدراسة، حصلت على القبول بالجامعة الإسلامية...</p>	
	<p>B10.2.1.1.2.Show communicative competence of appropriate expressions for counting and currencies.</p> <p>Exemplar:</p> <p>1. Give names of national and international currencies:</p> <p style="text-align: right;">العملة</p> <p>أعرف اسم عملة بريطانيا؟ نعم اسمها الجنيه الاسترليني وكيف تكتب اسم عملة غانا بالعربية يا أحمد؟ تكتب هكذا: سيدي. وأما عملة أمريكا فهي دولار، الأورو : للاتحاد الأوروبي الدينار : للكويت</p> <p>2. Tell the amount of a given money, and count to 500.</p> <p style="text-align: right;">العدد و التعداد</p> <p>- واحد - اثنان - ثلاثة - أربعة - خمسة . : كتاب واحد - كتابان - ثلاثة كتب</p>	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Critical thinking</p>

	<p>وأما العملة فتقول : عشرون سيدي - ودفعت خمسين سيدي - و أخذت الباقي خمسة عشر سيدي</p>	
<p>B10.2.1.1.3. Demonstrate skills in using some culturally specific gestures in a limited range of special occasions.</p> <p>Exemplar:</p> <p>1. Use the following vocabulary to express condolences to the bereaved:</p>	<p>أحسن الله عزاءك وجبر مصيبتك وغفر لميتك</p> <p>إِنَّ لِلَّهِ مَا أَخَذَ ، وَلَهُ مَا أُعْطِيَ ، وَكُلُّ عِنْدَهُ بِأَجَلٍ مُّسَمًّى ، فَلْتَصْبِرْ وَتُحْتَسِبْ</p> <p>عَظَّمَ اللَّهُ أَجْرَكَ ، وَأَحْسَنَ عَزَاءَكَ ، وَغَفَرَ لِمَيْتِكَ ، وَأَهْلَمَكَ صَبْرًا ، وَأَجَزَلَ لَنَا وَلَكَ بِالصَّبْرِ أَجْرًا</p> <p>2. Use the following vocabulary for consolation in times of misfortune.</p> <p>إنا لله وإنا إليه راجعون . اللهم أجرنا في مصيبتنا، واخلفنا خيرا منها</p>	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Cultural identity</p>
<p>B10.2.1.1. 4.Show mastery of appropriate speech act and diction in communicating about food, health, sports, entertainment.</p> <p>Exemplar:</p> <p>1. Use the appropriate expressions to talk about food and health.</p>		<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Cultural identity</p>

	<p>الغذاء الصحي هو الغذاء المتكامل الذي تكون مكوناته المجموعات الغذائية الستة اللازمة لبناء الجسم، ووقايته من الامراض وزيادة قوته ونشاطه، ومواصلة عيشه واستمراره في الحياة.</p> <p>2. Use the following expressions to talk about sports and entertainment.</p> <p>ممارسة الرياضة باستمرار، المشاركة في الأنشطة الرياضية، للرياضة فوائد كثيرة، رحلة ترفيهية، الترفيه عن النفس.</p>	
<p>B10.2.1.2 Demonstrate good arguments in debates on any local issues.</p>	<p>B10.2.1.2.1 Demonstrate ability to employ various conversation strategies such as interrogative statement, surprise and wonder to advance an argument.</p> <p>Exemplar:</p> <ol style="list-style-type: none"> 1. Pick a topic of your choice and use the following strategies to make a point and advance it. 2. <ul style="list-style-type: none"> - Speak slowly and clearly تحدث ببطء ووضوح - Check your body language مراعاة لغتك الجسدية - Listen and take notes استمع واكتب - Tell a story or give an illustration to make your point <p style="text-align: right;">أحك قصة قصيرة مع التعبير عن وجهة نظرك فيها.</p>	<p>Presenting skills, And personal development Reflection and evaluation Cultural identity</p>
	<p>B10.2.1.2.2 Show ability to select and manipulate communicative strategies to achieve</p>	<p>Presenting skills, Knowledge,</p>

	<p>specific communication goals.</p> <p>Exemplar:</p> <ol style="list-style-type: none"> 1. Give 10 sentences associated with one topic of your choice and show how each is related to the other. 2. Give a two-sentence introduction of a topic you choose, four-sentence main body, and two-sentence conclusion. 	<p>understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Critical thinking</p>
<p>B10.2.1.3. Demonstrate oral proficiency to talk about celebrations and festivals.</p>	<p>B10.2.1.3.1.Show acquisition of sufficient vocabulary to orally give a short presentation about Ghanaian independence celebration.</p> <p>Exemplar:</p> <p>Using the following phrases associated withGhanaian independence celebration, talk about or take part in such discussion.</p> <p>الاحتلال البريطاني، ، نالت استقلالها عام 1957م، التحرر و استعادة الحرية، تغيير اسم ساحل الذهب، الاسم الرسمي لجمهورية غانا، الاحتفال بعيد الاستقلال، حب الوطن.....</p>	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Cultural identity</p>

STRAND: B10.2 Speaking
SUB-STRAND: B10.2.2 Oracy and Aesthetics

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B10.2.2.1 Display creativity in story telling using simple literary devices.</p>	<p>B10.2.2.1.1.Show retentive memory to recite a simple classical poem of 30 lines, at a reasonable speed with audible clear voice.</p> <p>Exemplar:</p> <p>Recite ten verses of a poem by Zuhayr ibn AbīSalmā beginning with the following line:</p> <p style="text-align: center;">سَيِّمْتُ تَكَالِيفَ الْحَيَاةِ وَمَنْ يَعِشَ ثَمَانِينَ حَوْلًا لَا أَبَا لَكَ يَسْنَامُ</p> <p>Recite ten verses of a poem by 'Antarah ibn Shaddād al-'Absī beginning with the following line:</p> <p style="text-align: center;">هَلَا سَأَلْتُ الْحَيْلَ يَا ابْنَةَ مَالِكٍ إِنْ كُنْتُ جَاهِلَةً بِمَا لَمْ تَعَلَّمِي</p>	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p>
	<p>B10.2.2.1.2 Demonstrate ability to remember a classical story and reproduce a summarized rendition in own words.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> Narrate the classical story behind the following proverb: <p style="text-align: right;">رَجَعَ بِحُفْمِي حُنَيْنَ.</p> <ol style="list-style-type: none"> Narrate the classical story behind the following proverb: 	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p>

	أَسْمِعْ جَمْعَةً وَلَا أَرَى طِيْحًا	
	<p>B10.2.2.1.3 Show proficiency in expressing own ideas in a creative narration of a personal experience.</p> <p>Exemplar:</p> <p>Proficiently express in a creative narration personal experience you will never forget.</p> <p>يوم لا أنساه في حياتي، كان يوما فريدا في حياتي، يوم ما أسعده!</p>	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Personal development</p>

STRAND: B10.2 Speaking
SUB-STRAND: B10.2.3 Grammar

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B10.2.3.1 Speaking Good Arabic: Grammar Unit: Syntax of Arabic (Simple Sentence Structure)</p>	<p>B10.2.3.1.1 Demonstrate knowledge of types of sentences in personal interactions showing and appropriately using Particles/Pronouns.</p> <p>Extract from the passage below the following:</p> <ul style="list-style-type: none"> - All Nominal Sentence and their components: - All Verbal Sentences and their components: - All particles - All pronouns 	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Personal development</p>

استخرج من النص الآتي: الجمل الاسمية، الجمل الفعلية، الحروف والضمائر.

STRAND: B10.3 Reading
SUB-STRAND: B10.3.1 Phonological awareness / Oral Reading Fluency

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B10.3.1.1 Reading skills of a moderately complex text at a reasonable speed about diseases, their causes and preventions.</p>	<p>B10.3.1.1.1. Show fluency and correct reading of complex lexical compositions.</p> <p>Exemplars:</p> <p>Pronounce the following longest Arabic words repeatedly and fluently:</p> <p>فأسقيناكموه - المستصغرون - فسيكفيكمهم - فاستضعفناهما - فاستنسخناهما</p> <p>Read the following rhythmic combination of complex sounds jingles at a reasonable speed.</p> <p>صوت صفير البلبل *** هيح قلبي الثمل وأنت يا سيد لي *** وسيدي ومولى لي فكم فكم تيمني *** غزبل عقيقلي</p>	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation.</p> <p>Critical thinking</p>

	<p>فقال لالالالالا *** وقد غدا مهلول</p> <p>والخوذ مالت طرباً *** من فعل هذا الرجل</p> <p>فولت وولت *** ولي ولي ياويل لي</p> <p>فقلت لا تولولي *** وبيني اللؤلؤ لي</p>	
	<p>B10.3.1.1.2. Demonstrate artistic reading skills by repeating a lyrical text of musical nature.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Read some Quranic verses to apply the following recitation rules: <ul style="list-style-type: none"> - mufakh'kham التفخيم - qalqalah القلقلة - maddulaslee - izhaar الإظهار - qalb (iqlaab) الإقلاب - ikhfa الإخفاء 2. Try your voice on any known authentic Arabic song, and sing to the class. <p>رقت عيناي شوقاً وبطيئه زرفت عشقاً فاتيت الى حبيبي فاهدا يا قلبي ورفقا</p>	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Critical thinking</p>

	<p>صلى على محمد السلام عليك يا رسول الله السلام عليك يا حبيبي يا نبي الله يا رسول الله قلب بالحق تعلق وبغار حراء تالق بيكي ويسال خالقه فاتاه الوحي فاشرق</p>	
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STRAND: B10.3 Reading
SUB-STRAND: B10.3.2 Reading Comprehension

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B10.3.2.1 Reading skills of a moderately complex text at a reasonable speed about religious festivals and celebrations.	<p>B10.3.2.1.1. Demonstrate understanding and respond to key ideas from written passages of considerable length.</p> <p>Exemplars:</p>	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Critical thinking</p>

	<ol style="list-style-type: none"> 1. List what you already know about the topic. تحديد ما تعرفه مسبقا عن النص. 2. Write questions about what you want to learn from reading the text. اكتب أسئلة عما تريد معرفته من النص؟ 3. Look for answers to the questions, and write them down. ابحث عن الأجوبة في النص واكتبها في دفترتك. 	
	<p>B10.3.2.1.2. Demonstrate active contributions to group reading to develop comprehension skills.</p> <p>Exemplars:</p> <p>Identify any of the following structure of a text as a contribution to an after-reading discussion:</p> <ul style="list-style-type: none"> - Characters: The people or animals in a story. حدد شخصيات النص. - Setting: The time and place, or when and where, a story happens. حدد زمن الحوادث في القصة وأهم الحوادث في القصة. 	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p>

STRAND: B10.3 Reading
SUB-STRAND: B10.3.3 Grammar

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B10.3.3.1 Speaking	B10.3.3.1.1. Demonstrate knowledge of types of sentences in reading a semi vowelized	Presenting skills,

<p>Good Arabic: Grammar Unit: Doing words (Particles/Sentence type)</p>	<p>script showing Particles/Pronouns.</p> <p>Extract from the passage below the following:</p> <ul style="list-style-type: none"> - All Nominal Sentence and their components: الجملة الاسمية وأجزائها: - All Verbal Sentences and their components: الجملة الفعلية وأجزائها - All particles جميع الحروف - All pronouns جميع الضمائر <p>قليل من الطلاب موجودون في الفصل، والآخرون غائبون، وحامدٌ عند المدير، وإسحاق في المرحاض، والحسن ذهب إلى غرفة المراقب، أخواله مريض، وقد استأذَنَ المدير في الذهاب إلى المستشفى، وأراد حامد أن يتحول شيئاً للأستاذ. بل لديه سؤال، وال: أنا مَطْلُوبُ الآن في النادي الرياضي. أفأذهب أم أحضُرُ الدرس؟ ورد له الأستاذ قائلاً: أن تُحَضِّرَ الدرسَ خيرٌ لك. يُكِنُّكَ الذهاب إلى النادي في الاستراحة. فسأل الأستاذ الطلاب عما في العلبه، فأجابوا إن فيها طَبَاشِير. وكان في الفصل طالب جديد، وهو برِيطَانِيٌّ، وقد درس اللغة العربية في مَدْرَسَةٍ إسلاميَّة. وفي برِيطانيَّة مدارس إسلاميَّة كثيرةٌ .</p>	<p>Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p>
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STRAND: B10.3 Reading
SUB-STRAND: B10.3.4 Critical Reading

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
<p>B10.3.4.1 Demonstrate ability to critically analyse a literary text in</p>	<p>B10.3.4.1 .1. Demonstrate ability to distinguish between literal meaning and figurative meaning, as well as between abstract notions and concrete notions within a text.</p>	<p>Presenting skills, Knowledge, understanding, skills and</p>

<p>order to enhance understanding and for aesthetic purpose.</p>	<p>Exemplars:</p> <p>Examine the reading text and extract from it the following:</p> <ul style="list-style-type: none"> - Concrete words كلمات ذات دلالات حسية - Abstract words كلمات ذات دلالات مجرة - Literal meaning of a word كلمات لها دلالات حرفية - Figurative meaning of a word كلمات لها دلالات مجازية 	<p>strategies.</p> <p>Reflection and evaluation</p> <p>Critical thinking</p>
	<p>B10.3.4.1.2. Demonstrate ability to analyse the plot and examine the role and evolution of a character in a literary short story.</p> <p>Exemplars:</p> <p>Note the following particulars about a character as part of a process of analysing a given story:</p> <ul style="list-style-type: none"> - List and describe all of the character's physical and mental attributes. - Describe and analyze the character's background - key people or events from the character's past. - Detail how the character changed from the beginning of the work to the end. <ul style="list-style-type: none"> - حدد جميع الشخصيات الموجودة في القصة ، - تحدث عن خلفية الشخصيات في القصة - تحدث عن مراحل الأدوار التي لعبها شخصية القصة 	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Critical thinking</p>
	<p>B10.3.4.1.3. Show critical mind in identifying and analysing the social, historical, and cultural context of a work and its author.</p>	<p>Presenting skills, Knowledge, understanding, skills and</p>

	<p>Exemplars:</p> <p>Write down the following in your analysis of a story:</p> <ul style="list-style-type: none"> - Identify the major characters - Give a brief outline of the plot. - Show the general historical and geographical context of the story. - Give any major social and political issues of the time period. <p>ما الشخصية الرئيسية في القصة تحدث باختصار عن حكاية القصة حدد السياق الزمني والمكاني الذين وردت فيهما القصة. تحدث عن الملامح الاجتماعية والسياسية السائدة في زمن القصة</p>	<p>strategies.</p> <p>Reflection and evaluation</p> <p>Critical thinking</p> <p>Global citizenship</p>
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STRAND: B10.4 Writing
SUB-STRAND: B10.4.1 Writing and Calligraphy (Al-Khatt)

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B10.4.1.1 Demonstrate	B10.4.1.1.1. Demonstrate awareness of the rules on letters that appear in Arabic text but	Presenting skills,

<p>writing skills of the various Arabic writing styles and script formats.</p>	<p>loses audio manifestation.</p> <p>Exemplars:</p> <p>1. State the rules that explain the condition in which a selected letter remain silent as follows:</p> <p style="text-align: right;">-الألفُ بَعْدَ وَاوِ الْجُمَاعَةِ نَحْو: قَالُوا، لَمْ يَقُولُوا، قُولُوا.</p> <p style="text-align: right;">-الألفُ في كلمة "مائة".</p> <p style="text-align: right;">-الألفُ في كلمة (أنا)، لَكِنَّهَا تُقْرَأُ عِنْدَ الْوَقْفِ فِي تِلَاوَةِ الْقُرْآنِ الْكَرِيمِ.</p> <p style="text-align: right;">-الواو في أَوْلَيْكَ، أَوْلُو، أَوْلَاثُ.</p> <p style="text-align: right;">- الواو في "عمرو" وتُحَدَفُ هذه الواو إذا كان هذا الاسم مُنْصُوباً مُتَوَنِّناً، نَحْو: رَأَيْتُ عَمْرًا.</p>	<p>Knowledge, understanding, skills and strategies.</p> <p>Photo-visual and information literacy</p>
	<p>B9.4.1.1.2. Demonstrate awareness of the rules on sounds that are pronounced and yet have textual representations.</p> <p>Exemplars:</p> <p>1. State the rules that explain the condition in which a selected sound is pronounced without a written symbol as follows:</p> <p style="text-align: right;">الألفُ في لفظ الجلالة " الله " وفي كلمة إله، السَّمَوَاتِ، أَوْلَيْكَ، إِسْحَقُ، ، الرَّحْمَنِ.</p>	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p>

	<p>B10.4.2.1.2 Demonstrate ability to recognize and write informal and formal correspondence.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify the following types of informal letters: أنواع الرسائل: الرسائل الشخصية والرسائل الرسمية الرسائل الشخصية: - رسائل الدعوات، والردود، - الرسائل العاطفية - رسائل الترحيب - رسائل الشكر - رسائل الاعتذار - رسائل التهنية 2. Write a letter to your parents informing about your experiences in the school and asking for additional funding for your upkeep. 	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p>
	<p>B10.4.2.2.4 Demonstrate ability to recognize formal texts and informal correspondence.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify the following types of formal letters: الرسائل الرسمية. - رسائل العمل - رسائل الالتماس - رسائل التوظيف 2. Write an application letter to a company that is inviting applications for a 	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p>

	vacant position in the company.	
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STRAND: B10.4 Writing
SUB-STRAND: B10.4.3 CREATIVE WRITING

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competences
B10.4.3.1 Demonstrate appreciation of literary texts related to aspects of language structure and themes.	<p>B10.4.3.1.1. Show preliminary writing skills in a targeted text formats, including prose and poetry and drama</p> <p>Demonstrate a writing skill in writing effective essays of various types to a reader.</p> <p>Exemplar:</p> <ol style="list-style-type: none"> Write a narrative essay to narrate an incident or a story you witnessed. Write a descriptive essay to describe a place, an object, an event. <p>1. وأنا في طريقي إلى المدرسة يوم الاثنين الماضي في محطة الحافلات حدث شيء غريب وعجيب....</p> <p>2. في زيارتنا إلى منتزه شلالات كنتنبو رأينا منظرا جميلا ممتعا....</p>	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Critical thinking</p>
	<p>B10.4.3.1.2.Show writing skills in a targeted text formats, including prose and poetry and drama</p> <p>Demonstrate a writing skill in writing effective essays of various types to a reader.</p>	<p>Presenting skills, Knowledge, understanding, skills and</p>

	<p>Exemplar:</p> <p>1. Write an expository essay based on facts, statistics, examples etc. - تحدث عن أسباب تدبّر مستوى التلاميذ في الرياضيات والعلوم</p>	<p>strategies.</p> <p>Reflection and evaluation</p>
	<p>B10.4.3.1.3.Show good skills in essay plan, its draft, edit and revision.</p> <p>Exemplars:</p> <p>1. Show how you generate ideas for a planned essay, through the following:</p> <ul style="list-style-type: none"> - How does the topic relate to the area you are already familiar with? - What does each key word in the topic mean? <p>2. Give the general outline or structure of your essay by writing ten sentences comprising of the following:</p> <ul style="list-style-type: none"> - The Introduction المقدمة - The main body المضمون - The conclusion الخاتمة 	<p>Presenting skills, Critical thinking,</p> <p>Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p>
	<p>B10.4.3.1.4 Demonstrate ability to select quotations that are relevant to an idea and incorporate them in a simple written prose.</p> <p>2. Write an essay to incorporate five of the following quotations.</p> <ul style="list-style-type: none"> - عصفور باليد خير من عشرة على الشجرة - اتق شر من أحسنت إليه 	<p>Presenting skills, Knowledge, understanding, skills and strategies.</p> <p>Reflection and evaluation</p> <p>Critical thinking</p>

- لا تؤجل عمل اليوم إلى الغد
- خير الكلام ما قل ودلّ
- في الإتحاد قوة
- ما خاب من استشار
- العجلة من الشيطان
- رحم الله امرءا عرف قدر نفسه.
- من تدخل فيما لا يعنيه لقي ما لا يرضيه

2. Expand the following text by adding 10 more benefits of work.

فوائد العمل في حياة الإنسان

إنّ العمل من أهمّ الأشياء الإيجابية في حياة الإنسان والتي تُحقّق له العديد من الفوائد، ومنها:

-مُساهمة العمل في الحصول على المال من أجل تحقيق المصالح الشخصية للإنسان.

-المساهمة في تقليل التأثيرات السلبية الناتجة عن البطالة في المجتمع.

-المساعدة في بناء الشخصية، والاندماج مع المجتمع، وتأسيس علاقات مع الأفراد الآخرين