GHANA EDUCATION SERVICE
(MINISTRY OF EDUCATION)

REPUBLIC OF GHANA

ARABIC CURRICULUM
FOR BASIC 7 – 10
(COMMON CORE PROGRAMME)

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NaCCA
NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

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Arabic Curriculum for B7-B10

Enquiries and comments on this Curriculum should be addressed to:

The Director-General
National Council for Curriculum and Assessment (NaCCA)
Ministry of Education
P. O. Box CT PMB 77
Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh

Ministry of Education
Ghana

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FOREWORD

The Ministry of Education, acting through the National Council for Curriculum and Assessment (NaCCA) has, in recent times, been working on curriculum and assessment reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in Ghana. This curriculum, known as the Common Core Programme (CCP), is a sequel to the Kindergarten-Primary standards-based school curriculum, the implementation of which commenced with the 2019/2020 academic year. The CCP is carefully designed for learners in Basic 7 to Basic 10 (JHS 1 – SHS 1) as part of a holistic learning experience that prepares them for post-secondary education, the world of work or both. The curriculum focuses on building character and nurturing values, in addition to ensuring a seamless progression for all learners from JHS to SHS and creates clear pathways for academic and career-related programmes from Basic 11 to Basic 12 (SHS2 - SHS3).

In the twenty-first century, memorisation of facts and figures is no longer a sufficient learner attribute. Therefore, the CCP focuses on the acquisition of the 4Rs (Reading, wRiting, aRithmetic and cReativity) and core competencies to afford learners the ability to apply knowledge innovatively to solve everyday problems. Personal projects, community projects and community service have been integrated into the CCP as part of a comprehensive assessment programme, including assessment of knowledge, skills, attitudes and values that mainly emphasise what learners can do. It is hoped that the content of this curriculum will promote better high school education that meets the varied learning needs of the young people in the country and addresses the shortfalls in the current school curriculum in relation to learning and assessment.

The Ministry of Education is committed to ensuring that our schools develop globally competitive high school graduates who have the requisite employable skills and workplace ethos. The CCP curriculum will, therefore, play an important role in this regard. The Ministry will support the effective implementation of the CCP to include capacity development of all teachers to ensure improved learning experiences and outcomes for our young people.

Dr. Matthew Opoku Prempeh (MP)
The Honourable Minister of Education

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NaCCA, acting on behalf of the Ministry of Education (MoE), would like to express its sincere gratitude to all its partners who participated in the professional conversations and discussions during the course of the development of the CCP curriculum.

NaCCA also extends special commendations to the leadership of the Ghana Education Service (GES), National School Inspectorate Authority (NaSIA), National Teaching Council (NTC), Commission for Technical and Vocational Education and Training (Commission for TVET) and other agencies of the MoE.

Additionally, NaCCA acknowledges the contributions of staff from various Universities and Colleges of Education as well as teachers and learners within the Ghana Education Service.

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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 emphasises a set of high, internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, under- stand 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 the learner's lifetime values, well-being, physical development, metacognition and problem-solving abilities. 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 CCP are shown in Figure 1. These are:

- learning and teaching approaches – the core competencies, 4Rs and pedagogical approaches
- learning context – engagement, service and projects
- learning areas – mathematics, science, computing, languages (English, Ghanaian Language, French and Arabic), career technology, social studies, physical and health education, creative arts and design and religious and moral education.

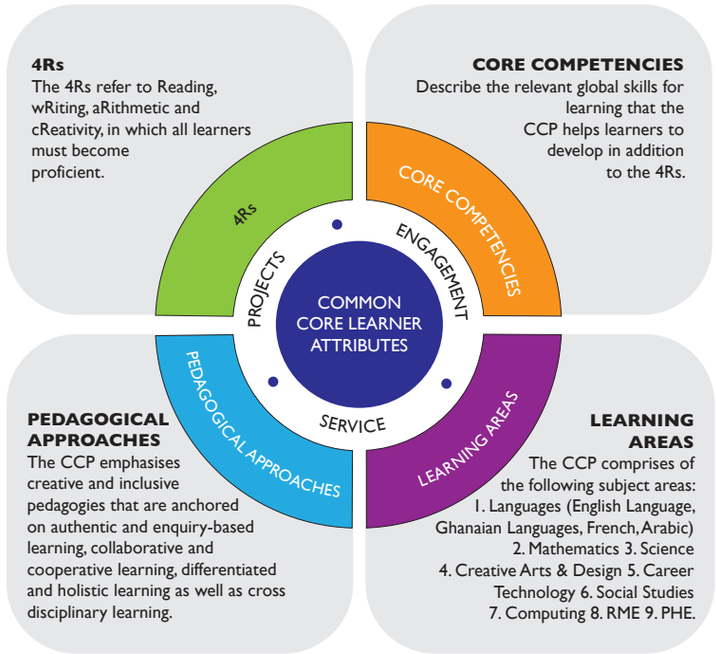

Figure 1: CCP Learner Attributes

Learning and Teaching Approaches

- The Core Competencies: 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, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development.

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- 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.

Learning context

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

Learning Areas

The CCP comprises the following learning areas:

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

This document sets out the standards for learning Arabic in the CCP. The standards in the document are posited in the expectation that the CCP (B7–B10) will offer quality education for all learners. The design of this curriculum is based on the features of the CCP as shown in Figure 1. It emphasises a set of high internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these competencies in Arabic for post-secondary education, 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.

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RATIONALE

The introduction of Arabic language into the school curriculum of Ghana is timely and appropriate within the concept of globalisation. Modern Standard Arabic is the current official language used for public and official purposes in the Arabic speaking world. With appropriate strategies in teaching and learning the language, Ghanaian learners would ultimately be equipped with the ability to articulate and analyse the world around them and bring their knowledge to bear positively on their lives and those of their compatriots. Learning Arabic broadens the employment opportunities for Ghanaian children and enables them to become more effective and valuable members of the Ghanaian workforce. They would not only demonstrate originality and independent thinking, but appreciate the intricacies of local and international geopolitics.

PHILOSOPHY

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 in order to construct their own skills. With the recognition that each individual is endowed with peculiar skills and capabilities. eaching is, therefore, tailored to respond to the needs, abilities and aptitudes of each child so that all learners can feel capable and successful.
2. Teaching strategies focus on learner's interests and what is relevant to their lives in order to boost motivation and stimulate their passion to learn. Through class interaction and dialogue, learners generate ideas and set goals for maximum performance. Class interactions and dialogue facilitate learners' expression of their own opinions and nurture their own ideas, thereby developing respect for themselves, others, and their environment, while accepting and embracing the differences among people as the core of what makes life fascinating.
3. Teaching is essentially driven by the need to equip the learner with requisite knowledge, skills and values not only to realise their potentials and achieve their goals in life, but to 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.

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2. While an equitable learning environment is provided for all learners, each learner adopts an approach that adequately responds to their needs, abilities, aptitudes, and therefore would be responsible for and in control of their learning and learning outcomes.
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 learners to learn to work together. Opportunities are provided for learner collaboration in some of the writing assignments, which require working in groups. This gets learners to discuss what they are learning and allows them to work together to uncover answers and discover new knowledge.

AIMS

General Aims

The general aims of teaching the Arabic language are:

1. To enable learners to respond actively to the opportunities and challenges of the rapidly changing world by acquiring requisite knowledge, skills and values not only to realise their potentials and achieve their goals in life, but to empower them to participate meaningfully in nation-building and the geo-politics of the world.
2. To help learners achieve a 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

Specific Aims

The specific aims of teaching the Arabic language are:

1. To enable learners to develop knowledge and understanding, and to acquire the four communicative skills (listening, reading, speaking and writing) necessary for effective interaction in Arabic.
2. To develop the child's intellect, creativity and potentials to become part of world-class human resources with capabilities and enhanced career opportunities.
3. To develop a better awareness of diversity of cultures by gaining direct insights into cultures of the Arabic-speaking world.

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PROFILE OF EXPECTED LEARNING BEHAVIOURS

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:

- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values

Knowledge, Understanding and Application

Under this domain, learners acquire knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing, etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesise knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours "knowing", "understanding", "applying", "analysing", "synthesising", "evaluating" and "creating" fall under the domain "Knowledge, Understanding and Application".

In this curriculum, learning indicators are stated with action words to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to "describe" something after teaching and learning has been completed means that the learner has acquired "knowledge". Being able to explain, summarise, and give examples etc. means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc. means that the learner can "apply" the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an **"action word"** that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. "Knowledge, Understanding and Application" is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as in knowledge application.

Each action word in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which to teach. The focus is to move teaching and learning from the didactic acquisition of "knowledge" where there is fact memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to the real world – surface learning – to a new position called – deep learning. Learners are expected to deepen their learning through knowledge application to develop critical thinking skills, explain reasoning, and to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the point where learning becomes beneficial to the learner.

The keywords and explanations of the "Knowledge, Understanding and Application" domain are as follows:

Knowing: The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall material already learned and this constitutes the lowest level of learning.

Understanding: The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences

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based upon a trend. Understanding is generally the ability to grasp the meaning of some concepts that may be verbal, pictorial, or symbolic.

Applying: This dimension is also referred to as "Use of Knowledge". It is the ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover, etc.

Analysing: The ability to break down material/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc.; ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts, etc.

Synthesising: The ability to put parts or ideas together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create, generate new ideas and solutions.

Evaluating: The ability to appraise, compare features of different things and make comments or judgment, criticise, justify, support, discuss, conclude, make recommendations, etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

Creating: The ability to use information or materials to plan, compose, produce, manufacture or construct other products.

From the foregoing, creating is the highest form of thinking and learning and is therefore the most important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to develop critical thinking, it is advised that you do your best to help your learners to develop analytical skills and processes as already discussed.

Attitudes, Values and Process Skills

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 participate in debates and take a stand on issues affecting them and others. The Arabic curriculum thus focuses on the development of attitudes and values.

The Arabic curriculum aims at helping learners to acquire the following:

1. **Commitment**: the determination to contribute to national development.
2. **Tolerance**: the willingness to respect the views of others.
3. **Patriotism**: the readiness to defend the nation.
4. **Flexibility** in ideas: the willingness to change opinion given more plausible evidence.
5. **Respect for evidence**: the willingness to collect and use data from one's investigation, and also have respect for data collected by others.
6. **Reflection**: the habit of critically reviewing ways in which an investigation or observation has been carried out to see possible faults and other ways in which the investigation or observation can be improved upon.
7. **Comportment:** conforming to acceptable societal norms.
8. **Co-operation:** the ability to work effectively with others.
9. **Responsibility**: the ability to act independently and make decisions; being morally accountable for one's actions; capable of rational conduct.
10. **Environmental Awareness**: being conscious of one's physical and socio-economic surroundings.
11. **Respect** for the Rule of Law: obeying the rules and regulations of the land.

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The teacher should ensure that learners cultivate the above attitudes and skills as basis for living in the nation as effective citizens.

Values

At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy, should be consistent with the following set of values:

Respect: This includes respect for the nation of Ghana, its institutions and laws and the culture and respect among its citizens and friends of Ghana.

Diversity: Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion.

Equity: The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds and hence require the provision of equal opportunities to all, and that, all strive to care for each other.

Commitment to achieving excellence: Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.

Teamwork/Collaboration: Learners are encouraged to be committed to team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all persons.

Truth and Integrity: The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences, be morally upright, and have the attitude of doing the right thing even when no one is watching. Also, learners will be taught to be true to themselves and be willing to live the values of honesty and compassion. Equally important is the practice of positive values as part of the ethos or culture of the workplace, which includes integrity and perseverance. These values must underpin the learning processes to allow learners to apply skills and competencies in the world of work.

The action words provided in the learning indicators in each content standard, should help you to structure your teaching and learning to achieve the desired learning outcomes. Check the learning indicators to ensure that you have given the required emphasis to each learning domain in your instruction and assessment.

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ASSESSMENT

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, promoting learning and improving instruction.

In the 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. Assessment for Learning also refers to all the activities undertaken by teachers and/or learners, which provide information to be used as feedback to modify the teaching and learning activities. AfL can be achieved through processes such as sharing criteria with learners, effective questioning and feedback.

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 the goal of a lesson.

Assessment as Learning (AaL)

Assessment as Learning develops and supports learners' sense of ownership and 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.

Assessment of Learning (AoL)

Assessment of learning provides a picture of the achieved standards of the teacher and performance of learners 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 learners have attained expected learning outcomes at the end of their grade or programme.

What do we assess?

Emphasis on 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 the learning and its context as well as the pedagogical approaches.** The Process is illustrated diagrammatically in Figure 2.

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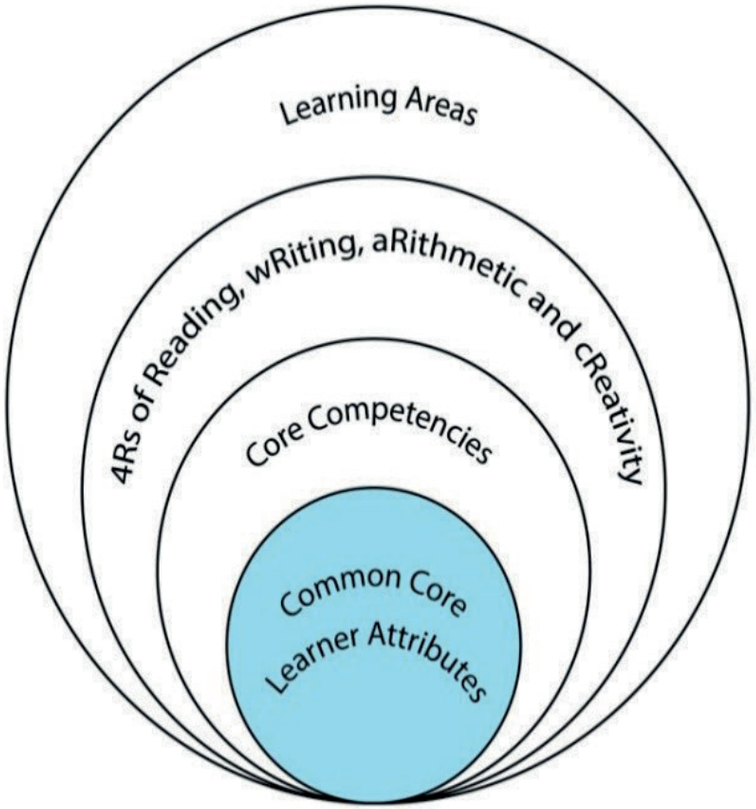

Figure 2: Essential Assessment Features

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 learner's learning.

- Learner's Progress Record (Cumulative Record)
- Learner'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) and the School-Based Assessment Guidelines (Ministry of Education, 2020b).

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REPORTING SCHOOL-BASED ASSESSMENT (SBA) IN THE CCP

The CCP uses a criterion-referenced model of presenting and reporting school-based assessment data. Assessment throughout the four- year duration of the 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% +	Learner 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 grade system and equivalent grade boundaries. In assigning grades 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' achievements.

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CREATIVE PEDAGOGICAL APPROACHES

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

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

Learning-Centered Pedagogies

The learner is at the centre of learning. At the heart of the CCP curriculum 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 their cohort.

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 information, analyse and evaluate information. The aim of the learning-centred classroom is to enable learners to 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:

1. makes learners feel safe and accepted;
2. helps learners to interact with varied sources of information in a variety of ways;
3. helps learners to identify a problem suitable for investigation through project work;
4. connects the problem with the context of the learners' world so that it presents realistic opportunities for learning;
5. organises the subject matter around the problem, not the subject,
6. gives learners responsibility for defining their learning experience and planning to solve the problem;
7. encourages learners to collaborate in learning;
8. expects all learners to demonstrate the results of their learning through a product or performance.

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It is more productive for learners to find answers to their own questions than for teachers to provide 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 addresses 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 and 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, interests and readiness to learn) among learners are accommodated so that all learners in a group have the best 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 learn- ers 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 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:

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

Information Communication Technology

Information Communication Technology (ICT) has been integrated into the computing 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:

1. improved teaching and learning processes;
2. improved consistency and quality of teaching and learning;
3. increased opportunities for more learner-centered pedagogical approaches;
4. improved inclusive education practices.;
5. improved collaboration, creativity, higher order thinking skills; and
6. enhanced flexibility and differentiated approach of delivery.

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

Learners need to be exposed to various ICT tools around them including calculators, radios, cameras, phones, television sets and computers and related software like Microsoft Office packages - Word, PowerPoint and Excel as teaching and learning tools. The exposure that learners are given from Basic 7 – 10 to use ICT in exploiting learning will build their confidence and increase their levels of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and competence level of learners.

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CORE COMPETENCIES

In using this curriculum, we hope that certain core competencies will be developed in learners to help them develop our country, Ghana. These competencies include:

Critical Thinking and Problem Solving (CP)

This skill develops learners' cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem-solving skill enable learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

Creativity and Innovation (CI)

Creativity and innovation promote the development of entrepreneurial skills in learners through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this skill are also able to think independently and creatively.

Communication and Collaboration (CC)

This competency promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

Cultural Identity and Global Citizenship (CG)

This competency involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competencies and attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

Personal Development and Leadership (PL)

This competency involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development and leadership enable learners to distinguish between right and wrong. The skill helps them to foster per- severance, resilience and self-confidence. It helps them acquire the skill of leadership, self-regulation and responsibility necessary for lifelong learning.

Digital Literacy (DL)

Digital Literacy involves guiding learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

NB: Refer to Appendix 1 for details of the core competencies.

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INSTRUCTIONAL EXPECTATIONS

Teachers are often required to cater for a diverse range of learners. This Curriculum, therefore, may be regarded as a more compact resource to fulfill that requirement.

Here, two cohorts of learners are identified: the first cohort describes those with no experience of Arabic; while the second refers to those with some level of proficiency. Through sustained experience of learning, the first cohort develops an understanding of the nature of the language and how to learn it with increasing independence, while they benefit from members of the second cohort who have established many of the general learning strategies that are needed to ensure progress to the next level.

Teachers should, therefore, ensure that teaching strategies at this level takes account of any prior experience, including knowledge of other languages like English which is compulsory for all learners in the system of education in Ghana. The outcomes described for each level should be regarded as the basis for the development of knowledge, understanding and skills in Arabic for subsequent stages. The professional judgement of teachers is crucial in determining the learning opportunities that should be provided in order to enable learners achieve outcomes described in this document.

For this reason the teacher should:

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 the Arabic Language.

Suggested Time Allocation

A total of three periods a week, each period consisting of 50 minutes, is allocated to the teaching of Arabic from B7 – B10. One period per day (50-minutes per period) is recommended.

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ORGANISATION AND STRUCTURE OF THE CURRICULUM

The curriculum is organised under key headings and annotations.

Strands are the broad learning areas of the content to be studied.

Sub-strands are the sub-divisions of the broad learning areas or strands.

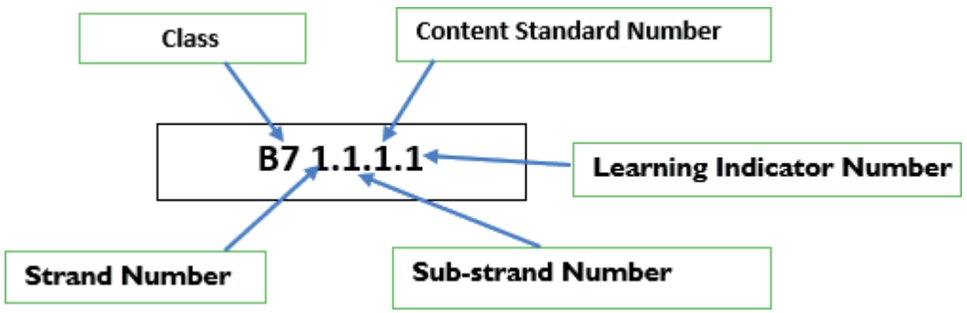
Content standards are the expected level of knowledge, skill and/or attitude that a learner must attain at each grade level.

Indicators are the distinct outcomes that learners must exhibit for each content standard at each level of learning.

Exemplars clearly explain the distinct outcomes or indicators. They support and guide the facilitator/teacher in helping learners to achieve the content standards.

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 3:



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Basic 7

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STRAND: B7.1 LISTENING

SUB-STRAND: B7.1.1 PHONICS OF ARABIC LANGUAGE

Content Standard	Indicators and Exemplars	Core Competencies
B7.1.1.1 Recognise Arabic alphabet and the audio representation of each letter in words, phrases and simple sentences.	**B7.1.1.1.1.** Identify the 28 sounds of Arabic consonants and vowels, and the various sound groupings. **Exemplars:** 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 هـ و ي 2. Identify the place of articulation of the following sound groupings and their phonological and phonetic features. - Bilabial و ب م - Denti-alveolar ض – ط – د – ت – - Labio-dental ف - Alveolar ظ – ر – ز – ص – س – ن – ل – - Uvular غ – خ – ق – - Inter-dental ذ – ث – - Pharyngeal ع – ح – - Glottal – هـ	**Communication and Collaboration (CC), Creativity and Innovation (CI), Critical thinking and Problem Solving (CP)** **CC7.1:** Identify words or sentences in context or appropriately

- ilabial و ب م
- enti-alveolar
- abio-dental
- ظ – Alveolar
- غ – ع Uvular
- Inter-dental
- Pharyngeal
- – هـ Glottal

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.1.1.1.2. Show ability to listen to and identify phonemes as shown in the examples. **Exemplars:** Identify phonetic representations of letters in the attached words. ا – أَرنبٌ، ب – بيتٌ، ت– تُفاحٌ، ث– ثوبٌ، ج– جزَرٌ، ح– حاسوبٌ خ– خُبزٌ، د– دلوٌ، س– سريرٌ.	**CC7.1:** Identify words or sentences in context or appropriately
	B7.1.1.1.3. Demonstrate understanding of the diversity of language syllables by sifting and selecting peculiar Arabic sounds, features and rhythm. **Exemplars:** (ق) حقيبة صندوق بطاقة مقعد قلم (خ) خريطة أخضر خبز دخان خياط (غ) غرفة غريق غنمغراب غريب (هـ) هاتف طاهر ذهب فاكهة نهر	**CC7.1:** Identify words or sentences in context or appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.1.1.1.4. Demonstrate understanding of the relationship between Arabic consonants/long vowel patterns and pronunciation. **Exemplars:** 1. Articulate CVC pattern with the following long vowels (ي و ا) (Long ا) باب دار جار حارٌ (Long و) كوب نور سور فول (Long ي) فيل ديك ريح جيلٌ 2. Articulate shaddah sounds in similar fashion as in the following words. مرّ جرّ فرّ شقّ مدّ	**CC7.1:** Identify words or sentences in context or appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
B7.1.1.2 Identify audio representation of words and phrases about domestic animals, birds and insects.	**B7.1.1.2.1.** Recognise simple questions related to domestic animals, like cat, dog, mouse, sheep, etc. **Exemplars:** 1. Identify the audio names of the following domestic animals. كلب خروف ماعز بقرة بطة حمار حصان قِطّ جَمل 2. Identify the audio names of the following birds. حمامة ديك دجاج بطّة غرغر 3. Identify the audio names of the following insects. بعوضة نملة عنكبوت نحلة صرصور	**Communication and Collaboration (CC), Creativity and Innovation (CI), Critical thinking and Problem Solving (CP)** **CC7.1:** Identify words or sentences in context or appropriately
	B7.1.1.2.2 Identify and follow a range of utterances, vocabulary and instructions related to common birds and insects. **Exemplars:** 1. Identify audio representations of words associated with birds from a given text such as: طار طير غرّد عصفور،صاح الديك. 2. Identify the following activities of insects from a given text. لَسْعُ البعوضِ، لدْغَةُالحيّة، نسجت العنكبو تُبيتا.	**CC7.1:** Identify words or sentences in context or appropriately **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.1.1.2.3 Show awareness of the differences in intonation between a question and a statement. **Exemplars:** Identify the difference in intonation of a question and an answer. ما هذا؟ – هذا قلم . كيف حالك؟ – أنا بخير أين تدرس؟ – أدرس في مدرسة ابن سينا.	**CC7.1:** Identify words or sentences in context or appropriately
B7.1.1.3 Identify audio representation of words, phrases and simple sentences about classroom and school tools.	**B7.1.1.3.1.** Identify the letter patterns and pronunciations of names of classroom items within simple phrases and sentences. **Exemplars:** 1. Identify names of learning tools from a reading text. قلم كتاب مسطرة قلمُ رصاصٍ حقيبة كراسة 2. Identify names of items in a classroom from an audio material. كرسي طاولة مَكْتَبَة سبورة مِمْحاة	**Communication and Collaboration (CC), Creativity and Innovation (CI), Critical thinking and Problem Solving (CP)** **CC7.1:** Identify words or sentences in context or appropriately
	B7.1.1.3.2. Recognise the sounds and meanings of words in everyday simple questions. **Exemplars:** Answer the following questions in your own words. أين الكتاب؟ ..... أين القلم؟ ..... من أين أنت؟ ..... من صديقك؟ ..... ما هذا؟	**CC7.1:** Identify words or sentences in context or appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.1.1.3.3 Demonstrate understanding of the sounds and their phonological and phonetic features. **Exemplars:** Demonstrate the oral sources of the following sounds: - Bilabial و ب م - Denti-alveolar ض – ط – د – ت – - Labio-dental ف - Alveolar ظ – ر – ز – ص – س – ن – ل – - Uvular غ – خ – ق – - Inter-dental ذ – ث – - Pharyngeal ع – ح – - Glottal ء – ه	**CC7.1**: Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
B7.1.1.4 Identify audio representation of words, phrases and simple sentences about classroom and school activities.	**B7.1.1.4.1.** Identify various sounds that form words and phrases on learning activities **Exemplars:** Show listening skill by writing out the following words in a dictation: قراءة دراسة كتابة رسم امتحان جواب مذاكرة	**Communication and Collaboration (CC)** **CC7.1:** Identify words or sentences in context appropriately
	B7.1.1.4.2. Identify various sounds of Arabic letters that form words and phrases that represent teaching acts. **Exemplars:** تعليم تدريس شرح بيان رسم تصحيح كتابة	**CC7.1:** Identify words or sentences in context appropriately
	B7.1.1.4.3. Demonstrate understanding of the difference in the sounds of the Arabic sun and moon letter, ((ةيسمشلا فورحلا)) (ةيرمقلا فورحلا) **Exemplars:** • Distinguish between the fused ل)) and the following consonants in the words that follow: أ – ب – ج – ح – خ – ع – غ – ف – ق – ك – م – ه – و – ي . الْإِمَامُ، الْجَمَلُ، الْعِنَبُ، الْكِتَابُ، الْهِلَالُ . ت – ث – د – ذ ر – ز – س – ش – ص – ض – ط – ظ – لن . التمرُ، الثَّوْرُ، الشَّجَرَةُ، النجم،الرحمة. • re-arrange the following letters into the moon and sun 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	**CC7.1:** Identify words or sentences in context appropriately **CC8.5**: Vary the level of detail and the language used when presenting to make it appropriate to the audience

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STRAND: B7.1 LISTENING

SUB-STRAND: B7.1.2 LISTENING COMPREHENSION AND PARTICIPATION

Content Standard	Indicators and Exemplars	Core Competencies
B7.1.2.1. Identify sounds representing descriptive words and phrases, simple sentences associated with colour, number, shapes, etc.	**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. **Exemplars:** Mimic with the hand the size of items in class or immediate environment at the mention of the following words. صغير كبير طويل قصير متوسط	**Communication and Collaboration (CC),** **CC7.3:** Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.
	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. **Exemplars:** Mimic with the hand and facial expressions the weight and temperature of things in immediate environment at the mention of the following words. ثقيل (Weights) خفيف بارد (Temperature) ساخن حار دافئ	**CC7.1:** Identify words or sentences in context or appropriately.

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.1.2.1.3. Identify the difference in intonation of simple phrases relating to numbers, colours and shapes of people and objects in class and school environments. **Exemplars:** 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، كُرْسِيانِ ثلاثة أقلام أربعة أبواب خمسة كتب. 3. Identify the following colours from an audio reading: أحمر(Red) أخضر (Green) أصفر (Yellow) أسود (Black) أزرق (Blue) بني (Brown) أبيض (White) رمادي (Gray). 4. Identify the following shapes from an audio reading: مربع (Square)، دائرة (Circle)، مستطيل (Rectangle)، مثلث (Triangle)، بيضاوي (Oval) .	**CC7.1:** Identify words or sentences in context or appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
B7.1.2.2. Demonstrate understanding of semantic representations of sounds of previously encountered words and phrases about the immediate environment.	**B7.1.2.2.1** Identify morphemic compositions of words and phrases about the home, school, and community in Arabic stories told by teacher or taken from an audio-visual material. **Exemplars:** Write down a dictated text and tell the meanings of 10 words related to home, school and immediate environment. غرفة الجلوس غرفة النوم الحمّام صالة مطبخ غرفة الطعام شرفة	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC7.1**: Identify words or sentences in context or appropriately
	B7.1.2.2.2. State the general idea(s) behind a story told in class about sanitation and identify associated vocabulary. **Exemplars:** List 20 words associated with sanitation and the meaning of each word from the following passage. عامل النظافة (Sanitation worker)	**CC7.1**: Identify words or sentences in context or appropriately **CP 5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.1.2.2.3. Recognise words or phrases associated with celebrations and their corresponding meanings played either from an audio material or read in class. **Exemplars:** From the audio tape or material read, list all words associated with two annual Arabic festivals that were heard. عيد الأضحى (Al-Adha Festival) عيد الفطر (Eidul-fitr) عيد الاستقلال (Independence Day)	**CC7.1**: Identify words or sentences in context or appropriately **CG5.2:** Develop and exhibit ability to defend one's cultural beliefs, practices and norms
B7.1.2.3. Demonstrate listening skills and respond to greetings, courtesies and requests.	**B7.1.2.3.1**. Recognise and associate utterances with their corresponding meanings as well as greetings and their responses. **Exemplars:** Give the appropriate responses to the following greetings: صباح الخير / صباح النور (Good morning) نهارك سعيد / نهارك سعيد(Good afternoon) مساءالخير / مساء الخير(Good evening) أهلا وسهلا (You are welcome)/ شكرا (Thank you)	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG)** **CG5.5:** Adjust to the demands of customs, traditions, values and attitudes of society **CC7.1**: Identify words or sentences in context or appropriately **CC8.5** Vary the level of detail and the language used when presenting to make it appropriate to audience.

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.1.2.3.2. Show understanding of simple expressions related to courtesies and requests for favours or excuses. **Exemplars:** Articulate the context of the following expressions: لو سمحت..... من فضلك ..... ما شاء الله	**CC9.2:** Understand and use interpersonal skills **CC7.1**: Identify words or sentences in context or appropriately
	B7.1.2.3.3. Demonstrate knowledge in the use of appropriate expressions for seasonal greetings and well wishes. **Exemplars:** Provide the context and the responses for the following expressions: عيد مبارك سعيد كل عام و أنتم بخير أعادهالله علينا و عليكم مع السلامة إلى اللقاء	**CC9.2:** Understand and use interpersonal skills **CG5.5:** Adjust to the demands of customs, traditions, values and attitudes of society
	B7.1.2.3.4 Demonstrate understanding of culturally specific gestures associated with certain special occasions. **Exemplars:** 1. Respond to the following congratulatory messages and good wishes. بارك الله في الموهوب لك (Naming ceremony) بارك الله لكما وبارك عليكما وجمع بينكما في خير (Marriage) 2. Provide appropriate responses to the following messages expressing remorse and sadness after a misfortune or calamity. إنا لله و إنا إليه راجعون، غفر الله له...	**CG5.5:** Adjust to the demands of customs, traditions, values and attitudes of society **CG5.1** Show a strong sense of belongingness to one's culture

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STRAND: B7.2 SPEAKING

SUB-STRAND: B7.2.1 EVERYDAY ORAL COMMUNICATION

Content Standard	Indicators and Exemplars	Core Competencies
B7.2.1.1. Demonstrate oral skills through appropriate responses to greetings, courtesies and requests.	**B7.2.1.1.1.** Identify appropriate expressions for greetings and their appropriate time. For example good morning, good afternoon, good evening. **Exemplars:** Initiate the appropriate greetings for a given context: كيف أصبحتَ؟ / أصبحت بخير كيف أمسيت؟ / الحمد لله مع السلامة / إلى اللقاء	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Personal development and Leadership (PL)** **CC7.3**: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication **CG5.5:** Adjust to the demands of customs, traditions, values and attitudes of society
	B7.2.1.1.2. Recognise the use of appropriate expressions and intonations to respond to courtesies like, "You are welcome …", "No, thank you.» **Exemplars:** Provide the greetings that require the following responses: أنا بخير/الحمد لله مع السلام، إلى اللقاء، شكرا.	**CC7.3**: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.2.1.1.3 Demonstrate knowledge of appropriate expressions for greetings, courtesies and requests. **Exemplars:** State the appropriate expressions in a given context such as the following: بارك الله لهما وبارك عليهما وجمعَ بينهما في خير (Marriage) الحمد لله على هذه النعمة ألف مبارك هنيئا لك (Congratulations)	**CC7.1**: Identify words or sentences in context or appropriately. **CG5.1** Show a strong sense of belongingness to one's culture.
	B7.2.1.1.4. Show awareness of basic personal health information and respond to greetings and gestures. **Exemplars:** Express personal health condition or those of others you know, and the expressions of best wishes in such conditions. أُصِبْتُ: بالحمّى / الصُّداع / ألم في البطن/ أشكو من ألم..... شفاك الله / أمدك الله بالصحة والعافية / شكرا جزيلا على الدعاء شفاء عاجلا / شكرا جزيلا يتناول المريض الدواء، يفحص الطبيب المريض في المستشفى.	**CC7.1**: Identify words or sentences in context or appropriately **PL5.6:** Ability to maintain personal standards and values.

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Content Standard	Indicators and Exemplars	Core Competencies
B7.2.1.2. Show preliminary speaking skills with accurate production of sounds of Arabic letters and words, through repetition of phrases and simple sentences about self, relations and home.	**B7.2.1.2.1.** Demonstrate the ability to produce the phonemic representation of Arabic consonants and vowels, and their various groupings. **Exemplars:** 1. Pronounce the individual sounds representing the following letters of the 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 هـ و ي 2. Pronounce the combination of the letters in a word formation. **ذ**– ذهـب، ر – رِجْلٌ ز – زهـرة، ش– شمسٌ، –ص– صابون ، ض– ضوء، ظ– ظلام، ع– علم.	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem Solving (CP), Personal development and Leadership (PL)** **CC7.1**: Identify words or sentences in context or appropriately
	B7.2.1.2.2. Demonstrate oral proficiency in the use of words to describe self and the human body parts. **Exemplars:** 1. Speak about yourself using a modelled template. اسمي قاسم / عمري خمسة عشر عاما / أنا طالب في الصف الأول/ أحب القراءة والكتابة. 2. Form three (3) sentences to talk about certain parts of the human body and what those parts are used for. رأس – شعر – وجه – عين – أنف – فم – أذن – عنق – يد – أُصبُع– بطن – رِجل – قدم	**CC7.1**: Identify words or sentences in context or appropriately **PL5.4:** Ability to understand one's personality traits.

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.2.1.2.3. Pronounce words for immediate family relations such as father, mother or sister, accurately using material or text from class. **Exemplars:** Break the following words into their separate letters and their corresponding sounds. أب – أم – ابن – ابنة – أخ – أخت –زوجة – جدة – حفيدة – عم – عمة – خالة	**CC7.1**: Identify words or sentences in context or appropriately **PL5.2:** Demonstrate a sense of belongingness to a group
	B7.2.1.2.4. Demonstrate skills in the pronunciation of names of home items, and room contents. **Exemplars:** Form sentences with the following words to talk about house items. خزانة – حمّام – مرحاض – باب – نافذة – وسادة – سرير – مصباح – بطانية – بِساط – ستار	**CC7.1**: Identify words or sentences in context or appropriately
B7.2.1.3. Demonstrate skills in vocal articulation of words related to personal emotions or senses and their related meanings.	**B7.2.1.3.1** Show proficiency in pronouncing words that express emotions such as happiness, sadness, joy, anger, fear, and sorrow. **Exemplars:** Express personal emotions or the emotions of others using the following words. سعيد – حزين – متفاجئ – مسرور – خائف – مرتبك – قَلِق – متعَبٌ.	**Communication and Collaboration (CC), Personal development and Leadership (PL)** **PL5.4:** Ability to understand one's personality traits. **CC7.1**: Identify words or sentences in context or appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.2.1.3.2. Demonstrate oral communicative skills in the pronunciation of such sensual expressions as touch, smell, taste, see, etc. **Exemplars:** Express personal feelings using the following sensual words. **حواس** — **نتيجة** اللمس — الشعور البصر — الرؤية الذوق — الل اذة / المرارة السمع — الصوت الشم — الرائحة	**CC7.1**: Identify words or sentences in context or appropriately
	B7.2.1.3.3. Exhibit the requisite vocal reproduction of action words like sit, stand, eat, talk, laugh, sleep, etc. **Exemplars:** Use the following action words to express personal actions or the actions of others. جلس – وقف – أكل – تحدث – ضحك – نام – نظر – حمل – مشى.	**CC7.1**: Identify words or sentences in context or appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.2.1.3.4. Show communicative skills in recalling already encountered words in a simple oral expression about various professions. **Exemplars:** Say the professions of the people close to you. أمي طبيبة – أبي مدرس – صديقي لاعب كرة – زميلي طالب – أختي مريضة – معلمي مدير المدرسة.	**CC7.1**: Identify words or sentences in context or appropriately
B7.2.1.4. Show the ability to initiate or participate in class conversations using words, phrases and simple sentences about classroom activities.	**B7.2.1.4.1.** Identify and mention names of classroom objects like chair, table, black/ white board, atlas using simple phrases and sentences. **Exemplars:** List the following classroom items and their uses. قلم، كتاب، مسطرة، قلم، قلمُ رصاصٍ.	**Communication and Collaboration (CC), Creativity and Innovation (CI)** **CC7.1**: Identify words or sentences in context or appropriately
	B7.2.1.4.2. Recognise and name teaching and learning materials like books, pens, pencils, ruler and pictures in simple phrases and sentences. **Exemplars:** Tell the positions of items in the classroom. الكتاب تحت الكرسي – القلم على المكتب – المسطرة في حقيبة الطالب.	**CC7.1**: Identify words or sentences in context or appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.2.1.4.3. Recognise and name school activities and facilities like examination, assembly, teaching, learning, library, headmaster's office,etc. **Exemplars:** Use the following words to express daily, weekly, monthly, termly or yearly activities in school. امتحان – اجتماع – تدريس – مذاكرة – مسابقة – مناظرة – رياضة – قراءة – عطلة	**CC7.1**: Identify words or sentences in context or appropriately
	B7.2.1.4.4. Recall and say 30 words from a wide range of learned vocabulary in Arabic to pass on a simple message. **Exemplars:** Use familiar vocabulary to talk about activities in class or at home using sentences as follows: قرأ الطالب الكتاب في الفصل – شرح المعلم الدرس للطلاب – فتح أخي الباب – دخلتْ أمي الغرفة	**CC7.1**: Identify words or sentences in context or appropriately **CI6.1:** Exhibit strong memory, intuitive thinking and respond appropriately
B7.2.1.5. Recognise and use descriptive words, phrases and simple sentences associated with colour, number, shapes, etc.	**B7.2.1.5.1**. Demonstrate the use of six (6) descriptive words representing the colour of various items in phrases and simple sentences. For example, blue pen, black board, and red shirt. **Exemplars:** Use the following Arabic colour names to describe items in your immediate environment. أحمر(Red) – أخضر (Green) –أصفر (Yellow) –أسود (Black) أزرق (Blue) بني (Brown) أبيض (White). سيارة زرقاء، قلم أحمر، قميص أخضر سبورة بيضاء، طاولة بنية كتاب أصفر، حاسوب أسود.	**CC7.1**: Identify words or sentences in context or appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.2.1.5.2. Produce the appropriate intonation of simple sentences relating to sizes and heights of family members, classmates and teachers. **Exemplars:** Use words denoting height and size to describe family members and classmates أبي طويل ونحيف، أخي قصير وسمين، صديقي قصيرلكنه خفيف.	**CC7.1**: Identify words or sentences in context or appropriately
	B7.2.1.5.3. Demonstrate communicative skill in numeracy by counting class items such as ten books, twenty pens, thirty chairs,etc. **Exemplars:** Count and tell the number of items in the classroom. عشرة أقلام خمس طاولات ثلاثون كتابا	**CC8.2**: Explain ideas in a clear order detail using correct structure of speech. **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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STRAND: B7.2 SPEAKING

SUB-STRAND: B7.2.2 ORACY AND AESTHETICS

Content Standard	Indicators and Exemplars	Core Competencies
B7.2.2. 1. Demonstrate proficiency in oral expression through poetry recitals on sanitation.	**B7.2.2.1.1** Show oral communicative skill through recitation of previously read poems about school, etc. **Exemplars:** Recite the poem titled "مدرستي" أهلا بها مدرستي أهلا بكل إخوتي في عامنا الجديد كأننا في العيد و كل عام نكبر و إن نجحنا نفرح[1]	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC8.2:** Explain ideas in a clear order with relevant detail using correct structure of speech. **CC8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.
	B7.2.2.1.2 Demonstrate the strength of recall through recitation of simple Arabic proverbs. **Exemplars:** Recite 10 short Arabic proverbs on any theme. الولد سر أبيه من جد وجد من كثر كلامه قل احترامة بالتأني تسهل المطالب	**CC8.2:** Explain ideas in a clear order with detail using correct structure of speech **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation, **CI6.1:** Exhibit strong memory, intuitive thinking and respond appropriately

1 – عبد الجاسم، العباسي وغيره(2016). قراءتي، للصف الثاني الابتدائي، ط.٩. بغداد.

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STRAND: B7.2 SPEAKING

SUB-STRAND: B7.2.3 GRAMMAR

Content Standard	Indicators and Exemplars	Core Competencies
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. كرسي – معلم – أب – أخت – أخ – رجل – مهندس – ديك – بطة – قرد – بقرة .	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC8.2:** Explain ideas in a clear order with detail, using correct structure of speech.
	B7.2.3.1.2. State grammatical words that describe the names of places. **Exemplars:** Mention 10 words that denote names of places from previous readings. أكرا – كوماسي – مكة –تمالي –لندن–القاهرة – دكار – غانا – نيجيريا – يابان – بريطانيا...	**CC8.2**: Explain ideas in a clear order with detail using correct structure of speech. **CG 6.4:** Exhibit a sense of nationality and global identity.
	B7.2.3.1.3. State the grammatical words that can stand in place of a noun. **Exemplars:** Give examples of 10 Arabic pronouns. أنا – أنت – هو – هي – نحن – أنتم– أنتما– أنتن – هن – هم– هما.	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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STRAND: B7.3 READING

SUB-STRAND: B7.3.1 CHARACTERS OF ARABIC LANGUAGE/TEXTUAL FEATURES AND SYMBOLS

Content Standard	Indicators and Exemplars	Core Competencies
B7.3.1.1 Show ability to read Arabic syllables, words and phrases.	**B7.3.1.1.1.** Show preliminary reading skill in producing the various Arabic syllables. **Exemplars:** 1. Exhibit reading skills in reading Arabic syllables: قا/ ئمٌ – نا /ئِمٌ –قا / رِئٌ – – كا/ تِبٌ، نا/جِحٌ، 2. Show ability to read Arabic phrases and short sentences. سيارة أبي، موسم الشتاء، حضر سعيدٌ، طبختْ أمي…	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.
	B7.3.1.1.2. Demonstrate theability to reproduce the appropriate sounds of the vowelised consonants. **Exemplars:** Pronounce the resultant sounds of the following consonants distinguished by the three primary vowels. أَ إِ أُ – بَ بِ بُ– تَ تِ تُ– ثَ ثِ ثُ– جَ جِ جُ– حَ حِ حُ– خَ خِ خُ– دَ دِ دُ– رَ رِ رُ– زَ زِ زُ– سَقَطَ – قَطَفَ – نَظَرَ – أَكَلَ – صَبَرَ – كَسَرَ – زَرَعَ – حَصَدَ . دُفِعَ – رُزِقَ – ضُرِبَ – صُنِعَ – طُرِدَ – عُصِرَ(العصير) – فُرِشَ. .	**CC8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.3.1.1.3 Demonstrate ability to distinguish between common language sounds and the peculiar Arabic phonics. **Exemplars:** 1. Produce and compare common shared sounds of other languages. ب = الباب واسع. «الباب» «ب (1) ت = هذه مكتبة المعهد. «مكتبة» «ب (2) ج = الجهل مذموم. «الجهل مذموم» «ج (3) د = صياح الديك مرتفع «الديك» «د (4) م = القلم في الحقيبة. «القلم» «م (5) 2. Produce peculiar Arabic sounds with their word components. ث =. «الثوب (1) ح = الحقيبة (2) ذ = هذا كتابك (3) خ = أخوك (4) ض = ضخم (5)	**CC8.2:** Explain ideas in a clear order with detail using correct structure of speech **CC8.3** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.3.1.1. 4. Demonstrate the ability to pronounce the result of combining long vowels with each consonant. **Exemplars:** 1. Pronounce the sound of the consonant with an attached long vowel. (Long ا) با تا جا دا را /فارغ – مسافر/ يسار – / مجاور (وLong) بو تو جو دو رو هروب – / مشروع – / – مسرور/ محبوب (ي Long) أي بي تي جي دي ري قريب / غريب – سميع / رحيم	**CC8.2**: Explain ideas in a clear order detail using correct structure of speech. **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
B7.3.1.2 Demonstrate ability to read words with complex combination of primary and secondary vowels.	**B7.3.1.2.1**. Demonstrate ability to accurately pronounce Arabic words formed from a combination of various vowels. **Exemplars:** Pronounce the resultant diphthong by combining a short vowel with a ،*sukun*in a word. بيتٌ – جَيْب– خَوفٌ– كَبْشٌ. يَضْرِبُ – يَطْبُخُ،– يَعْمَلُ–يقرأُ.	**CC8.1:** Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.3.1.2.2. Demonstrate the ability to pronounce consonants with *tanwin* ending, and their representations in words. **Exemplars:** Pronounce the sounds of consonants with the tanwinvariants - *fathataan, kasrataan, dammataan.* بًا تًا ثًا جًا / چٍ حٍ خٍ / بٌ تٌ ثٌ /جٌ حٌ خٌ كِتَابا — بَيْتا – فَوْجا – زُجاجٍ – جَرِيحٌ	**CC8.3** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes
	B7.3.1.2.3. Demonstrate ability to pronounce Arabic words having complex sound permutations. **Exemplars:** 1. Read the following words with similar sound permutations. مقابلة صوتية ح/خ : حال/خال – ح/ه : حار/هاتف س/ص : سوط/صوت – ث/ص : ثوب/صوب. ذ/ز : ذيل/زين – ذ/ظ : ذنبٌ/ظهر أ/ع : ألم/علَمٌ – ح/ع : حِلْم/عِلْم ك/ق : كلب/قلب – د/ض : درْب/ضرب 2. Pronounce the prolonged sound of the consonant with a *shadda* sign. قَطَّعَ – بَثَّ – صَدَّقَ – فَكَّرَ – أَيَّامٍ – مُتَبَرِّعٌ ،	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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STRAND: B7.3 READING

SUB-STRAND: B7.3.2 READING COMPREHENSION

Content Standard	Indicators and Exemplars	Core Competencies
B7.3.2. 1. Demonstrate the ability to recognise of words and their semantic representations in simple Arabic phrases about education.	**B7.3.2.1.1.** Identify the major steps that enhance the comprehension of a given text. **Exemplars:** Use comprehension skills to identify words and phrases related to sanitation and health in the passage with a title: – مدرسة نظيفة تنظيف الصف، مستوصف المدرسة، الممرضة نشيطة، نظافة ساحة المدرسة	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	B7.3.2.1.2. Demonstrate the skill of using appropriate strategies to resolve comprehension problems. **Exemplars:** Take the following steps to understand the meanings of difficult words in a passage: – Clean environment بيئة نظيفة شوارع نظيفة، سيارات النظافة، شركات النظافة، الاهتمام بالنظافة، تنظيف الأسنان، الوقاية من ملاريا.	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation, problem solving and Personal development.

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.3.2.1.3. Demonstrate the skill of re-organising a piece of text to enhance understanding of the relationships between different concepts in a text. **Exemplars:** في مستشفى المدينة، الطبيب المجتهد، العيادة، فحص المريض.	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	B7.3.2.1.4. Demonstrate the skill of using the question-answer relationship strategy to improve the understanding of a text. **Exemplars:** Give answers to post-reading questions by: - Providing textually explicit responses (words that were directly stated in the text). - Providing textually implicit responses (words that are implied in the text), or words entirely from the learner's own background knowledge.	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.

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STRAND: B7.3 READING

SUB-STRAND: B7.3.3 INTEGRATED GRAMMAR

Content Standard	Indicators and Exemplars	Core Competencies
B7.3.3.1 Reading Good Arabic: Grammar Unit: Names of people, animals, places, things, etc. (Nouns & Pronouns)	**B7.3.3.1.1.** Demonstrate comprehension skills after reading passages about immediate environment like home, school, playground, etc.. **Exemplars:** Read a given text and extract the following nouns from it: - Words that denote people. E.g. Man, woman, boy, girl, Musah, Kofi. (ما يدل على الإنسان، مثل رجل، مرأة، ولد، بنت، موسى، كوفي...إلخ) - Words that denote animals, birds, insects, etc. E.g. cow, parrot, mosquito. (ما يدل على الحيوان والطيور والحشرات مثل البقرة والببغاء والبعوضة) - Words that denote items, E.g. table, chair, shirt, skirt, radio, hand, head. (ما يدل على الأشياء مثل : طاولة وكرسي وقميص والراديو والتلفزيون)	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC7.1:** Identify words or sentences in context appropriately **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.3.3.1.2. Demonstrate ability to recognise abstract nouns in short passages on home, school and playground. **Exemplars:** Read a given text and extract the following nouns from it: - Words that denote emotion. E.g. Anxiety, fear, pleasure, stress, sympathy. - Words that denotea feeling such as anger, hate, joy, grief, sorrow. - Words that denotea quality, E.g. courage, patience, determination, generosity, honesty. ما يدل على الشُعُور: مثل إرْتِباك، خوف، اضْطِراب، اِبْتِهَاج،...إلخ ما يدل على الإحساس مثل: غَضَب وأسىً وحزن ما يدل على الخاصية مثل: الشَجَاعَة والصَّبْر والعزيمة .	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation **CC8.3** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes
	B8.3.3.1.3. Recognise and understand the description of the characters and objects represented in a written text. **Exemplars:** Identify the following features of an adjective from any text read in class. - Definite/Indefinite حاسوب/ الحاسوب، هاتف/ الهاتف، شبكة/ الشبكة - Gender: Masculine/Feminineمهندس/مهندسة، مبرمج/مبرمجة - Number: Singular/Dual/Pluralجامعة/ جامعتان/ جامعات	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.3.3.1.4. Show ability to recognise and demonstrate comprehension of pronouns in short passages on sanitation and health. **Exemplars:** Read a given text and extract from it the following pronouns: أنا، نحن، أنت، أنتِ، أنتما، أنتم، أنتن، هو، هي، هما، هم، هن.	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CP6.3:** Identify important and appropriate alternatives
	B7.3.3.1.5. Show ability to recognise and demonstrate comprehension of pronouns in short passages on sanitation and health. **Exemplars:** Read a given text and extract the following interrogative Pronouns: من؟ ماذا؟ متى؟ لمن؟ كيف؟ هل؟ Who? Which? When? Whose? How?	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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STRAND: B7.4 WRITING

SUB-STRAND: B7.4.1 HANDWRITING AND CALLIGRAPHY (AL-KHATT)

Content Standard	Indicator and Exemplars	Core Competencies
B7.4.1.1 Demonstrate knowledge of the various shapes of Arabic letters in a script.	**B7.4.1.1.1** Demonstrate competence and skills in writing the Arabic alphabet in their various forms at the initial, medial and final position in connected form. 1. Write the following letters separately; afterwards indicate their positions in the word.	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC8.2**: Explain ideas in a clear order with relevant detail, using correct structure of speech **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

الحرف	أول الكلمة	وسط الكلمة	آخر الكلمة
خ	خـ	ـخـ	ـخ
خ	خَبَرٌ	ذَخَأَ	خَبَطَ
د	دـ	ـدـ	ـد
د	دخل	حَدَمَ	دَجَسَ
ر	رـ	ـرـ	ـر
ر	بَحَّرَ	بـرِشَ	رَبْكَ
س	سـ	ـسـ	ـس
س	دَجَسَ	حسَمَ	سَمَلَ
ش	شـ	ـشـ	ـش
ش	مَتَشَ	طَشَنَ	شَطَعَ
ص	صـ	ـصـ	ـص
ص	صبر	بصَرَ	خَصَّصَ
ط	طـ	ـطـ	ـط
ط	طَبَعَ	خَطَبَ	خَلَطَ

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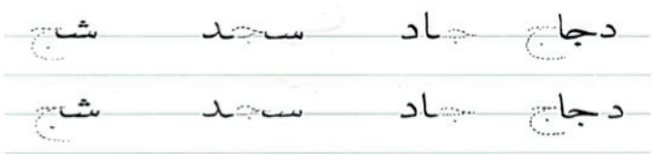
Content Standard	Indicator and Exemplars	Core Competencies
	1. Join given letters to the long vowels (ا – و – ي) حروف المد الثلاثة (Long ا) ف ا ر ق = فارق ، م س ا ف ر = مسافر، م س ا ر = مسار، م ز ا ور = مزاور (Long و) م س ر و ر= مسرور، م ب ر و ر= مبرور (Long ي) ق ر ي ب = قريب، ح م ي م = حميم، ر ف ي ع = رفيع، ر ج ي م = رجيم	
	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. 1. Join the following letters to produce a complete sentence. ف ي/ ح ق ي بَ ت ي/ قلَمٌ / و كِ ت ا بٌ 2. Trace and copy the following. 	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech

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Content Standard	Indicator and Exemplars	Core Competencies
B7.4.1.2 Show ability and skill in artistic writing (Khatt ul-Nuskha) of Arabic words.	**B7.4.1.2.1.** Demonstrate understanding of various writing styles, forms and names of the various word formats. 1. Break the following sentences into their separate letter constituents. .....(1) .....(2) 	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech

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STRAND: B7.4 WRITING

SUB-STRAND: B7.4.2 COMPOSITION

Content Standard	Indicators and Exemplars	Core Competencies
B7.4.2.1 Demonstrate knowledge of applicable rules on writing lexical units and those of syntactic structure.	**B7.4.2.1.1.** Recognise and use punctuation marks, accents, symbols, tanwin, shadda, madda and the short vowel signs. **Exemplars:** Place the appropriate signs or symbols in a given raw text to show how an Arabic sentence is constructed and how it should be read. مثال: فاصِلَة (،) نقطة تامة (.)نقطتان(:) الفاصلة المنقوطة(؛) علامة الاقتباس(«»)علامة الاستفهام (؟) علامة التعجب (!).	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC8.2**: Explain ideas in a clear order with relevant detail, using correct structure of speech **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	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. **Exemplars:** Pronounce and identify familiar words and deconstruct the underlined nouns in the following sentences: 1. ذَهَبَ إِبْرَاهِيمُ إِلَى الْمَدْرَسَةِ. 2. رَجَعَ إِبْرَاهِيمُ إِلَى الْبَيْتِ. 3. أَكَلَ إِبْرَاهِيمُ الْغَدَاءَ. 4. ذَهَبَ إِبْرَاهِيمُ إِلَى حَلَقَةِ تَحْفِيظِ الْقُرْآنِ.	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CP.5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B7.4.2.1.3. Demonstrate the ability to fill in appropriate words to complete grammatically correct short phrases or sentences. **Exemplars:** Fill in the blank spaces with the appropriate words: ضَعِ الْكَلِمَاتِ الْمُنَاسِبَةَ فِي الْأَمَاكِنِ الْفَارِغَةِ: **مُجْتَهِدُونَ، يُحِبُّونَ ، يَحْفَظُونَ، مُعَلِّمُهم،لِبَاسَهُمْ.** فِي صَفِّنَا تَلَامِيذٌ ـــــ فِي مدرستنا تَلَامِيذٌ ـــــ النَّظَافَةَ فِي مدرستنا تَلَامِيذٌ يُنَظِفُونَ ـــــ. فِي صَفِّنا تَلَامِيذٌ يحبون ـــــ.	**CC7.1**: Identify words or sentences in context appropriately **CP.5.6**: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	B7.4.2.1.4. Demonstrate ability to form own phrases leading to construction of a simple syntactic structure. **Exemplars:** E.g. Fill in the blank spaces about your class using the given words: 1. اِمْلأِ الْفَرَاغَ الْآتِي لِتَتَحَدَّثَ عَنْ صَفِّكَ: - – مُتَفَوِّقُونَ، النَّظَافَةَ ، مُجْتَهِدُونَ، لِبَاسَهُمْ طَيِّبٌ،يَحْفَظُونَ، جَيِّدٌ. - فِي صَفِّنَا تَلَامِيذٌ ـــ وَـــفِي الْمَدْرَسَةِ. وَفِي صَفِّنَا تَلَامِيذٌ ـــ الْقُرْآنَ الْكَرِيمِ. وَفِيهِ تَلَامِيذٌ يُحِبُّونَ ـــ، وَيُنَظِّفُونَ الصَّفَّ كُلَّ صَبَاحٍ قَبْلَ الدِّرَاسَةِ. وَتَلَامِيذٌ يُنَظِفُونَ ـــكُلَّ يَوْمٍ، وَلَنَا أُسْتَاذٌ ـــ.	**CC7.1**: Identify words or sentences in context appropriately **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
B7.4.2.2. Produce written text to convey information and feelings related to recent experiences and everyday activities.	**B7.4.2.2.1.** Show ability to write basic expressions individually, using the linguistic input and vocabulary acquired from lessons about everyday activities. **Exemplars:** 1. Write ten sentences about yourself using the following particulars: 2. Write about your daily routine using the following template: اسمي .....، أعيش مع أمّي و..... أَسْتَيْقِظُ من النومِ باكِرا لـ ..... ثُمَّ أَسْتَحِمُّ لِلِذَّهابِ إلى..... بعد الفطور. ..... وأَتَغَدّى بعد ..... ثم.....قبل الرُّجوع إلى البيت. أقوم بواجبات .....، ثم أذهب إلى..... وبعده..... أنام باكرا لأستيقظ باكرا.	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CP.5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	B7.4.2.2.2. Demonstrate ability to provide correct answers to questions from simple comprehension texts with familiar vocabulary. **Exemplars:** Give answers to post-reading questions by: - Providing textually explicit meanings from your own background knowledge. ماذا في غرفة النوم؟ ماذا في غرفة الجلوس؟ ماذا في المطبخ؟	**CC8.4:** Anticipate different responses from the audience and plan for them **CP.5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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STRAND: B7.4 WRITING

SUB-STRAND: B7.4.3 CREATIVE WRITING

Content Standard	Indicators and Exemplars	Core Competencies
B7.4.3.1 Demonstrate ability to reorganise/ organise information in order to put together a coherent writing.	**B7.4.3.1.1.** Demonstrate creative writing skills by summarising a simple narrative text in a clear, and organised manner. **Exemplars:** 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: صحَّةَ الأسنان تُعَدُّ الأَسْنانُ جُزْءاً مُهِمّاً من أَجْزاءِ جِسْمِ الإنْسانِ، فَهِيَ الَّتي تُساعِدُ على مَضْغِ الطَّعامِ؛ لِيَسْهُلَ ابْتِلاعُهُ وَهَضْمُهُ، وَتُعْطي الوَجْهَ رَوْنَقاً وَجَمالاً، وما دامتِ الأَسْنانُ قَوِيَّةً وَسَليمَةً؛ فإنَّها تَقومُ بِوَظيفَتِهِ على خَيْرِ وَجْهٍ. ولكنْ قَدْ يَحْدُثُ انْ تَخْتَلَّ وَظيفَةُ الأَسْنانِ، بِحَيْثُ لايُمْكِنُها القِيامُ بِعَمَلِها، فَعِنْدَما يَشْعُرُ الإنْسانُ بآلامٍ في أَسْنانِهِ يَصْعُبُ عَلَيْهِ تَناوُلُ المأكولاتِ.	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech

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Basic 8

STRAND: B8.1 LISTENING

SUB-STRAND: B8.1.1 PHONICS OF ARABIC LANGUAGE

Content Standard	Indicators and Exemplars	Core Competencies
B8.1.1.1. Demonstrate understanding of all the five possible verb forms (نازوألا, Al-awzaan) and their sound patterns.	**B8.1.1.1.1.** Demonstrate understanding of the phonemic changes of the simple verb patterns. **Exemplars:** 1. Identify the additional letter to the trilateral Arabic root (لَعَ) and the sound effect of form 2, 3, 4: (أَفْعَلَ) / أكرم – أنزل – – أوضح . (فَعَّلَ) / درّب – – خرّج – لوّث . (فاعَلَ) / كاتَبَ – راسَل – حاسب.	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC7.1:** Identify words or sentences in context appropriately
	B8.1.1.1.2 Demonstrate understanding of the semi-complex verb forms (نازوألا, Al-awzaan) and their sound patterns. **Exemplars:** 1. Identify the additional letters and the changes to the trilateral Arabic root (لعف) and its sound effects. (تَفَعْلَلَ) / تزلزل – تدهور – تبعثر (افْعَلَلَّ) / اطمأنّ – اقشعرّ – اشمئزّ	**CC7.1:** Identify words or sentences in context appropriately and **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
B8.1.1.2 Demonstrate knowledge of emersion of 'L' sound in Arabic.	**B8.1.1.2.1.** Identify the phonemic changes of (ل) before any given consonant. **Exemplars:** In which of the following words is (ل) sound audible as an indicator of the preceding sun or moon letters? الباب الجملة الحمد الخروج العين الغنم القمر التمر الثمن الدار الذئب الرجل الزيت الشمس	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.1.1.2.2. Identify the intonation and style of texts read in class such as prose or poetry. **Exemplars:** Identify the intonation and rhythm of the following different genres: (1) **الأمانة** رأيْتُ طِفلَتينْ على الرَّصيفِ تمشيانْ كزهرَتَينِ حُلوتَينِ تضحكانْ وتحملانَ الكُتْبَ والأقلامَ بافتخارْ سمعْتُ منهما.. واحدةً كانَ اسمُها «ضُحى" تقولُ للأخرى.. أظنَّ أنَّها «مَنَارْ": بالأمسِ يا صديقتي (2) اللّغة العربيّة من اللّغات العالميّة الأكثر انتشاراً في العالم، وتعتبرُ إحدى اللّغات المعتمدة لدى الأمم المتّحدة، وتعتبر اللّغة الأولى في شبه الجزيرة العربيّة وفي مناطق بلاد الشّام وشمال إفريقيا.	**CC7.1:** Identify words or sentences in context appropriately. presenting and **CC7.4:** Identify underlying themes, implications and issues when listening

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.1.1.2.3. Demonstrate listening skills through dictation of simple Arabic sound patterns. **Exemplars:** Write out the following sentences in a dictation. 1. الفكرة السليمة في الفقرة الأولى 2. يجب الهروب من الحروب	**CC7.1:** Identify words or sentences in context appropriately **CI6.1:** Exhibit strong memory, intuitive thinking and respond appropriately

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STRAND: B8.1 LISTENING

SUB-STRAND: B8.1.2 LISTENING COMPREHENSION AND PARTICIPATION

Content Standard	Indicators and Exemplars	Core Competencies
B8.1.2.1. Recognise phrases and simple sentences regarding domestic chores, food, drinks and types of clothes.	**B8.1.2.1.1.** Show ability to answer questions regading domestic duties such as washing dishes and clothes, sweeping the room, cleaning furniture, and scrubbing the floor. . **Exemplars:** 1. Show understanding of questions regarding duties at home. لماذا تنظف ملابسك؟ للمحافظة على الأناقة. بمَ تنظفُ الغرفة؟ أنظفها بمُنَظِّفٍ ومُنَشِّفٌ كيف تبّعِدُ الحشرات عن المنزل؟ باستعمال بمبيدات الحشرات	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC7.1:** Identify words or sentences in context appropriately **CC7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication
	B8.1.2.1.2 Demonstrate listening skills by recognising audio representations of different meals. **Exemplars:** 1. Recognise names of meals for the day الفَطور في الصباح الغداء في النهار العَشاء في المساء 2. Learn the names of foods in Arabic أرز فول شوربة ملوخية عصيدة\ثريد شاي.	**CC7.1:** Identify words or sentences in context appropriately **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.1.2.1.3 Demonstrate ability to recognise the names of fruits and vegetables such as mango, orange, pineapple, watermelon, onion, tomato etc. from phrases and simple sentences. **Exemplars:** 1. Identify names of fruits from an audio material or a reading in class. فاكهة طازجة برتقال لذيذ أناناس رخيص بطيخ غالٍ موزٌحُلوٌ 2. Identify names of vegetable from an audio material or a reading in class. بصل ناضج طماطم مستورد خيار أخضر سلاطة لذيذة فلفل حارٌ	**CC7.4:** Identify underlying themes, implications and issues when listening
	B8.1.2.1.4 Produce names of different types of clothes from a text read in class. For E.g. shirt, shorts, sweater, skirt, blouse and jacket. **Exemplars:** Identify names of clothes from an audio source. قميص تنورة بنطلون فستان ثوب معطف	**CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
B8.1.2.2 Demonstrate ability to respond to discourses from acquaintances and others.	**B8.1.2.2.1.** Show ability to respond to questions about parents and their professions and those of others. **Exemplars:** 1. Give response to questions about parents' professions: الموظف الحكومي (Civil Servant) ما مهنة أبيك؟ شرطي / عسكري / إطفائي /محاسب /طبيب / قاضي / مهندس. 2. Give response to questions about other professions المهنة/الحرفة(Profession) ما مهنة أمك؟ محامية/ممرضة/ تاجرة/ممثلة/ فنانة. 3. Give response to questions about casual work. **عمل عادي** منظِّف / حمّال / صياد / خادم / نادل / مزارع / ساعي البريد	**CC7.1:** Identify words or sentences in context appropriately **CC7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication

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Content Standard	Indicators and Exemplars	Core Competencies
B8.1.2.3 Indicate understanding of audio (or video) stories by responding to questions on the meanings of key words, phrases and simple sentences from the stories.	**B8.1.2.3.1.** Recognise and name the persons and objects represented in an audio-visual format. **Exemplars:** Identify names of persons and objects in the story (ةنامألا) رجل قوم التجارة المسكين المدة البيع الشراء غنم	**CC7.1:** Identify words or sentences in context appropriately **CC7.4:** Identify underlying themes, implications and issues when listening
	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. **Exemplars:** State the message of the story (ةنامألا) أهَمية الأمانة في المجتمع، الرِضا بالقليل	**CC7.1:** Identify words or sentences in context appropriately. **CI5.6:** Understand and use analogies and metaphor
	B8.1.2.3.3. Predict and connect the main ideas of a story told by the teacher or taken from an audio-visual source. **Exemplars:** Predict possible connections of the main ideas of the story (يتدج ةيالك) الفلاح فقير كسول الحقل الشبكة	**CC7.1:** Identify words or sentences in context appropriately **CP.5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.1.2.3.4. Demonstrate listening ability through a class discussion of a story from an audio-visual medium. **Exemplars:** Discuss lessons from the following story: القناعة كنز لا يفنى الطمع والكسل مكروهان من جد وجد ومن زرع حصد	**CC7.4:** Identify underlying themes, implications and issues when listening **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation,
B8.1.2.4. Demonstrate understanding of daily greetings, seasonal greetings and ceremonial wishes.	**B8.1.2.4.1.** Show communicative skills by engaging in exchanges of greetings and their appropriate responses. **Exemplars:** Demonstrate ability to engage in appropriate daily greetings and responses Greetings — Response أهلا و سهلا و مرحبا — شكرا تصبح على خير — وأنت أيضا فرصة سعيدة — شكرا مساء الخير — مساء الخير مع السلامة — إلى اللقاء أراك فيما بعد — إن شاء الله	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication

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<table>
<tr><th>Content Standard</th><th>Indicators and Exemplars</th><th>Core Competencies</th></tr>
<tr><td></td><td>B8.1.2.4.2. Demonstrate skills in initiating appropriate expressions for courtesies and requests for favours or excuses.

Exemplars:
Show ability to respond to courtesies as well as asking for favours and excuses.

<table>
<tr><th>Courtesies/ favours</th><th>Response</th></tr>
<tr><td>من فضلك/ معذرة</td><td>لا بأس</td></tr>
<tr><td>أتمني لك يوما طيبا</td><td>شكرا، و أنت أيضا</td></tr>
<tr><td>متشرف بمعرفتك</td><td>و أنا كذلك</td></tr>
<tr><td>شكرا</td><td>عفوا/لا شكر على واجب</td></tr>
<tr><td>بالشفاء</td><td>شكرا</td></tr>
</table>
</td><td>CC7.1: Identify words or sentences in context appropriately
CI5.6: Understand and use analogies and metaphor</td></tr>
<tr><td></td><td>B8.1.2.4.3. Show understanding of appropriate expressions for seasonal greetings and well wishes.

Exemplars:
1. Say appropriate expressions used for seasonal greetings:

عيد مبارك سعيد/ أعاده الله علينا بالأمن و والأمان/ أتمني لك عمرا مباركا/هنيئا لعيد الاستقلال.</td><td>CC7.1: Identify words or sentences in context appropriately
CI5.6: Understand and use analogies and metaphor</td></tr>
</table>

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.1.2.4.4. Demonstrate skills in using some cultural gestures that are used on special occasions. **Exemplars:** Identify when to use the following culturally specific gestures: ما شاء الله، تبارك الله، يا حسرتا، يا ليتني، إن شاء الله،	**CC7.1:** Identify words or sentences in context appropriately **CC8.5:** Vary the level of detail and the language use when presenting to make it appropriate to the audience

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STRAND: B8.2 SPEAKING

SUB-STRAND: B8.2.1 EVERYDAY ORAL COMMUNICATION

Content Standard	Indicators and Exemplars	Core Competencies
B8.2.1.1. Demonstrate communicative skill in day to day interactions.	**B8.2.1.1.1.** Show ability to carry out proper self-introduction. **Exemplars:** Express yourself using the following expressions. أسرتي، مدرستي، بيتي، صديقي/صديقتي، زملائي، أبي وأمي، هويتي	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP), Creativity and Innovation (CI)** **CI5.4:** Ability to visualise alternatives,see posibilities and identify problems and challenges. **CC7.1:** Identify words or sentences in context appropriately
	B8.2.1.1.2. Show communicative ability in introducing others. **Exemplars:** 1. Initiate introduction of your family members or classmates. هذا أبي، اسمه محمود وهو مهندس،وهذه أمي واسمها ليلى وهي طبيبة. هذا زميلي، اسمه معاذ وهو طالب في الصف الثاني الإعدادي، وهذه زميلتي سَعادةُ، هي طيّارة مع شركة طيران غانا.	**CC7.1:** Identify words or sentences in context appropriately **CC9.2:** Understand and use interpersonal skills

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Content Standard	Indicators and Exemplars	Core Competencies
B8.2.1.2 Demonstrate speaking skills through the usage of modelled words, phrases and simple sentence structures regarding immediate relations and the home.	**B8.2.1.2.1.** Demonstrate ability to use basic vocabulary and phrases to talk about daily routine. **Exemplars:** 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. 2. Use simple vocabulary of 50 words to talk about immediate relations. فاطمة زميلتي في الصف الثاني الإعدادي، تساعدني في مراجعة دروسي وإعداد واجيات المدرسة، أزورها أحيانا وتزورني أحينا أيضا، وتُحبها أمي لأنها مُؤدَّبةٌ.	**Communication and Collaboration (CC),** **CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CC8.1:** Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group
	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. **Exemplars:** 1. Use previously learnt phrases and simple sentences to describe learning activities at school. أقرأ كتاب اللغة العربية أنتِتَكْتُبينَ في كُرّاستُكِ يرسم التلميذ تفاحا على الورقة نستمع إلى الدرس 2. Use previously learnt phrases to describe teaching activities شرح المعلم الدرسَ الامتحان الشفوي سهل كتب المعلم علي السبورة	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.2.1.2.4. Incorporate modelled structures to produce ten sentences about one favourite class activity and one home activity. **Exemplars:** 1. Fill in the following gaps to talk about class activities using different vocabulary and simple sentences. .....أجلس في الفصل مع .....، أمسح ..... كلما دخل المعلم الفصلَ وإذا حان وقت .....خرجنا إلى ..... 2. Use the following template with expressions about activities at home, and add 10 additional activities to those already stated. تتناول أسرتي الفطور باكرا – وأستعد للذهاب إلى المدرسة بعد الانتهاء من الأعمال المنزلية . أخي مسؤول عن سقي الحديقة كل يوم – أمي تستيقظ باكرا لإعداد الفَطور.	**CC7.1:** Identify words or sentences in context appropriately
B8.2.1.3 Show oral proficiency in the use of modelled text to talk about outdoor activities like sports, games and entertainment.	**B8.2.1.3.1.** Show competence in using a vocabulary of 50 words to talk about a selected school game. **Exemplars:** مباراة كرةالقدم، اللاعب، حكَمُ المباراة مساعد الحكم كأس المسابقة، فريق المدرسة،الهدف. لاعب الكرة قائد الفريق ، المدافع مدربالفريق، مهاجم الفريق، أرضية الملعب.	**Communication and Collaboration (CC), Creativity and Innovation (CI)** **CC8.1:** Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.2.1.3.2. Demonstrate competence in using a vocabulary of 50 words to speak about a school excursion or group tour. **Exemplars:** Give a narration about a group trip using the following words. حديقة الحيوانات،نزهة، زيارة، طعام وشراب الطعام، ركبنا السيارة سائق السيارة، مسافة طويلة.	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CI5.2:** Ability to merge simple/complex ideas to create a novel situation or thing
	B8.2.1.3.3. Show proficiency in using previously learnt phrases and simple sentences in an interactive conversation about a family trip to a town or village. **Exemplars:** With proficiency, discuss a family trip using simple phrases. المحطة ، القطار، الرصيف، تذكرة القطار،الحافلة، محطة الحافلات، تذكرة السفر.	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CI5.2:** Ability to merge simple/complex ideas to create a novel situation or thing
	B8.2.1.3.4. Demonstrate creativity in the use ofmodelled structures to produce ten sentences about a school entertainment. **Exemplars:** Talk about a school competition using the following vocabulary and phrases: مسابقة المدرسة الجري الصفوف، المجموعات الميدان، الفريق الأول والثاني والثالث، الفائزون، الجائزة.	**CI5.1:** Examine alternatives in creating new things

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Content Standard	Indicators and Exemplars	Core Competencies
B8.2.1.4. Demonstrate the ability to express ideas, emotions and personal experiences using frequently used formulaic.	**B8.2.1.4.1** Demonstrate the ability to engage in personal conversation about likes and dislikes in relation to food. **Exemplars:** 1. Talk about foods you like and dislike as the following: أحب الأرز والسلاطة مع السمك، لكني لا أحب الفول والبامية والبصل. 2. Talk about sport and games you like and dislike أحب كرة القدم و كرة السلة و السباحة لكني لا أحب الملاكمة و المصارعة 3. Talk about the hobbies you like and dislike أحب القراءة و المناظرة لكن لا أحب مشاهدة الأفلام والموسيقى	**Communication and Collaboration (CC), Personal development and Leadership (PL)** **CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **PL5.5:** Desire to accept one's true self and overcome weakness
	B8.2.1.4.2. Show proficiency in initiating, maintaining and closing conversations about familiar topics using cultural symbols and practices. **Exemplars:** Use the following formulaic expressions to engage in a conversation: السلام عليكم و رحمة الله أنا سعيد بلقائك فرصة سعيدة أراك قريبا إلى اللقاء، مع السلامة	**CC9.2:** Understand and use interpersonal skills **CI5.2:** Ability to merge simple/complex ideas to create a novel situation or thing

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.2.1.4.3. Show competence in using memorised vocabulary to describe feelings and emotions about personal achievements or failures. **Exemplars:** 1. Use the following template to express emotions about achievements and failures أنا آسف على رسوبك، أنا حزين علوفاة أبيك، أنا مسرور بنجاحي في الامتحان، مبارك لكم على الفوز بالكأس.	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **PL5.5:** Desire to accept one's true self and overcome weakness
	B8.2.1.4.4 Demonstrate proficiency in communicating ideas and emotions spontaneously using learnt vocabulary. **Exemplars:** Use words to describe spontaneous emotions يا ليتني كنت معهم في السفر، يا لحظي! إنني من الفائزين، كم تمنيتُ أن أكون من الذاهبين إلى أكرا.	**CC7.1:** Identify words or sentences in context appropriately
B8.2.1.5 Demonstrate ability to express the ideas, emotions and experiences of others.	**B8.2.1.5.1.** Show the ability to share very basic information about others — their personalities, character and talents. **Exemplars:** Use the following format to talk about the personalities, character and talents of others علي ولد أمين ووسيم و محبوب – وهو محترف و موهوب ومع ذلك فهو متواضع – وهو من أسرة كريمة ونبيلة	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC9.1:** Demonstrate behaviour and skills of working towards group goals **CC9.6:** Ability to work with all group members to complete a task successfully

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.2.1.5.2. Demonstrate proficiency by conveying other people's ideas and show agreement or disagreement with those ideas. **Exemplars:** Show proficiency in expressing agreement or disagreement with other people's ideas. أنا موافق معه في حضور الطالب إلى المدرسة باكرا، – لكني لا أوافقه في ضرب المتأخرين منهم.	**CC8.1:** Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group **CP5.2:** Analyse and make distinct judgement about viewpoints expressed in an argument

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STRAND: B8.2 SPEAKING

SUB-STRAND: B8.2.2 ORACY AND AESTHETICS

Content Standard	Indicators and Exemplars	Core Competencies
B8.2.2.1. Demonstrate proficiency in oral expression through poetry recitals on Sanitation.	**B8.2.2.1.1.** Show oral communicative skills through poetry recitals. **Exemplars:** Recite the following poem repeatedly: عَلِّمُوهَا إِذَا أَرَدْتُمْ عُلاَهَا فَبِغَيْرِ التَّعْلِيمِ لَنْ تَرْفَعُوهَا هَذِّبُوا خُلْقَهَا وَرَقُّوا ثَنَاهَا وَارْفَعُوا شَأْنَهَا وَلاَ تُهْمِلُوهَا هِيَ بِنْتٌ لَكُمْ وَأُخْتٌ وَأُمٌّ يَحْتَذِيهَا فِي كُلِّ أَمْرٍ بَنُوهَ	**Communication and Collaboration (CC),** **CC7.4:** Identify underlying themes, implications and issues when listening
	B8.2.2.1.2. Demonstrate the strong recall ability through recitation of Arabic proverbs. **Exemplars:** Quote by heart the following proverbs: القناعة كنز لا يفنى العقل السليم في الجسم السليم خير الأمور أوسطها الحاجة أمّ الاختراع الجهل شر الأصحاب	**CC8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes

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STRAND: B8.2 SPEAKING

SUB-STRAND: B8.2.3 GRAMMAR

Content Standard	Indicators and Exemplars	Core Competencies
B8.2.3.1 Speaking Good Arabic: Grammar Unit: Qualifying words-adjectives (sizes, heights, shapes, colours).	**B8.2.3.1.1.** Exhibit oral skills in pronouncing nouns and their adjectives as well as different types of colours while applying the relevant grammar rules. **Exemplars:** Re-arrange by matching the words (adjectives) in column **B** with those in column **A**. أ — ب **الاسم** — **الصفة** السيارة — صغير البيتُ — السوداء القلم — سريع حاسوب — الأبيض قطار — الأحمر	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.2.3.1.2. Demonstrate understanding of grammatical rules through speech. **Exemplars:** 1. Add suffixes to the masculine nouns in column A in order to turn them into dual and plural as in B and C respectively.	**CP.5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

	أبجد	
الاسم	**مثنى**	**جمع**
معلّم	معلمان	معلِّمون
مهندس	مهندسان	مهندسون
مضيف	مضيفان	مضيفون
مسلم	مسلمان	مسلمون
مدرّس	مدرسان	مدرّسون
طيّار	طياران	طيّارون
كاتب	كاتبان	كاتبون

2. Add suffixes to the feminine nouns in column A in order to turn them into dual and plural as in B and C respectively.

جـ	ب	أ
الاسم	**مثنى**	**جمع**
معلّمة	معلمتان	معلّمات
مهندسة	مهندستان	مهندسات
مضيفة	مضيفتان	مضيفات
مسلمة	مسلمتان	مسلمات
مدرسة	مُدرستان	مدرّسات
طيّارة	طيارتان	طيّارات
كاتبة	كاتباتان	كاتبات

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.2.3.1.3. Identify the adjectives in a piece of text in terms of gender, number and grammatical function. **Exemplars:** State the following features of an adjective from any text read in class: - Position in a Nominal Phrase - Gender - Number - Function	**CC7.1:** Identify words or sentences in context appropriately

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STRAND: B8.3 READING

SUB-STRAND: B8.3.1 PHONOLOGICAL AWARENESS/ORAL READING FLUENCY

Content Standard	Indicators and Exemplars	Core Competencies
B8.3.1.1. Demonstrate knowledge of Reading rules of a fully-vowelised text of nonfiction.	**B8.3.1.1.1.** Identify the difference between two sounds that phonologically appears similar but are phonetically different. **Exemplars:** 3. Read the following words with similar sound permutations. مقابلة صوتية ح/خ : حائط/خائف – ح/ه : حذاء/هواء س/ص : ساق/صاف – ث/ص : ثوم/صوم. ذ/ز : ذنب/زيل – ذ/ظ : ذهبٌ/ظهرٌ أ/ع : ألم/علَم – ح/ع : حِلم/عِلم ك/ق : كنزٌ/قلْبٌ – د/ض : دأْبٌ/ضوءٌ	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.3.1.1.2 Demonstrate ability to read words with long vowels and prolonged doubled consonant in *shadda* words. **Exemplars:** 1. Read the words with long vowels and then those with diphthong. اشتريت القميص الثمين من رجل سمين – أكل الرجل الثوم بعد صوم اليوم 2. Demonstrate the right articulation of the prolonged doubled consonant in *shadda* words. النجّار الخيّاط البقّال السبّاك (Plumber) الصبّاغ (Painter)	**CC7.1:** Identify words or sentences in context appropriately
	B8.3.1.1.3 Demonstrate understanding of the phonemic changes of the simple verb patterns. **Exemplars:** 1. Identify the additional letter to the trilateral Arabic root (ل ع ف) and the sound effect: (أَفْعَلَ) / أشرف – أسلم – أخبر – أحضر . (فعَّلَ) / جمّع – كلّم – خرّج (فَاعَلَ) / جاهد – راسل – كاتب .	**CP6.5:** Ability to select alternative(s) that adequately meet selected criteria **CP.5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	B8.3.1.1.4 Demonstrate understanding of the semi-complex verb forms (ازوألا, al-awzaan) and their sound patterns. **Exemplars:** 1. Identify the additional letters and the changes to the trilateral Arabic root (ل ع ف) and the sound effect: (استفعل) / انطلق – استقام – استرخى – استمدَّ	**CP5.1** Ability to combine information and ideas from several sources to reach a conclusion

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STRAND: B8.3 READING

SUB-STRAND: B8.3.2 READING COMPREHENSION

Content Standard	Indicators and Exemplars	Core Competencies
B8.3.2.1 Demonstrate knowledge of Reading Comprehension strategies and steps that help to make sense of a text.	**B8.3.2.1.1.** Demonstrate skill in reading written words about sanitation and health. **Exemplars:** Point out words, phrases and sentences associated with sanitation and those that are associated with health. – فرشاة – مكنسة —ممسحة مطاطية — صابون — ماء — مساحة – دورة المياه — منشفة – غسل اليدين بالصابون قبل الأكل وبعده يساعد على التخلّص من الجراثيم — بيئة نظيفة – الاستحمام هو نظافة الجسم – تقليم الأظافر – نظافة الفم والأسنان – ارتداء الملابس النظيفة — الابتعاد عن الأوساخ الضارة .	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC7.1:** Identify words or sentences in context appropriately
	B8.3.2.1.2 Demonstrate competence in generating main ideas to questions and summary in order to combine information from different segments of a text. **Exemplars:** Show competence in reading text and summarising the content of the text in your own words to connect the central ideas. رَكِبَ عُمَرُ سَيَّارَتَهُ لِيَذْهَبَ إِلَى مَكَانِ عَمَلِهِ، وَعِنْدَ إِشَارَةِ الْمُرُورِ لَمْ يَتَمَكَّنْ مِنَ الوقوف فاصْطَدَمَتْسَيَّارَته بسيارةٍ أخرى، وبعد الحادثةِجَاءَ رَجُلُ الْمُرُورِ لِلتَّحْقِيقِ فِي الْحَادِثِ، ثُمَّ وَصَلَتْ سَيَّارَةُ ٱلإِسْعَافِ وَأَخَذَتِ الْمُصَابِينَ إِلَى الْمُسْتَشْفَى.	**CP5.2:** Analyse and make distinct judgement about viewpoints expressed in an argument **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.3.2.1.3. Show the appropriate comprehension strategies to use, demonstrating why, when and how to apply them. **Exemplars:** فوائد القراءة – الغش في الامتحانات – أهمية الرياضة 1. Draw on prior knowledge or recognisable clues such as illustrations that are embedded in the text in order to make inferences regarding the purpose of the text. 2. Make your contribution in a group discussion about a chosen topic, and explain how it contributes to the general understanding of a text.	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation **CP5.9:** Identify and explain a confusion, uncertainty or a contradiction surrounding an event
	B8.3.2.1.4. Show the ability to use appropriate strategies to gather information from a piece of text about the types of transport and their uses. **Exemplars:** أنواع المواصلات : السيارة – دراجة نارية – القطار – الطائرة – الحصان– الجمل – الحمار. Provide the following elements from a text you are now reading: - Literal meanings of words used in the text - New vocabulary - Retell / summary	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation **CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.3.2.1.5. Identify the common text structures of an expository text as an organisation principle to facilitate understanding. **Exemplars:** Use the following principles to reorganise the passage on environmental pollution. تلوّث البِيئة:أضرار النفايات – سيارات النظافة – وقاية من الأمراض – سوء التنفس Cause and effect - Problem and solution - Compare and contrast - Time order (sequence of events, actions or steps)	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation and **CI6.3:** Ability to select the most effective creative tools for work and give reasons for the choice

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STRAND: B8.3 READING

SUB-STRAND: B8.3.3 GRAMMAR

<table>
<tr><th>Content Standard</th><th>Indicators and Exemplars</th><th>Core Competencies</th></tr>
<tr>
<td>B8.3.3.1 Reading Good Arabic: Grammar Unit: Qualifying words - adjectives (sizes, heights, shapes, colours).</td>
<td>B8.3.3.1.1. Demonstrate the ability to match nouns to their adjectives of colours.

Exemplars:
Re-arrange the words (adjectives) in column B to match those in column A to complete Noun/Adjective agreement in number and gender.

<table>
<tr><th>الاسم</th><th>الصفة</th></tr>
<tr><td>جامعة</td><td>ثمين</td></tr>
<tr><td>مدينة</td><td>عريقة</td></tr>
<tr><td>جوهرٌ</td><td>نظيفةٌ</td></tr>
<tr><td>مدينة</td><td>عتيقة</td></tr>
<tr><td>كلب</td><td>وفيٌّ</td></tr>
</table>
</td>
<td>Communication and Collaboration (CC), Cultural identity and Problem solving (CP)

CC7.1: Identify words or sentences in context appropriately</td>
</tr>
</table>

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.3.3.1.2. Demonstrate understanding of grammatical rules by reading out a selected text with fluency, identifying the relationship between words and their qualifying adjectives. **Exemplars:** Add suffixes to masculine nouns in column A in order to turn them into dual and plural forms as in B and C respectively.	**CP5.1** Ability to combine information and ideas from several sources to reach a conclusion

A	B	C
الاسم	**مثنى**	**جمع**
معلّم	معلمان	معلّمون
مهندس	مهندسان	مهندسون
شائقٌ	سائقان	سائقون
مضيف	مضيفان	مضيفون
مبرمج	مبرمجان	مبرمجون
مدرّس	مدرسان	مدرّسون
طيّار	طياران	طيّارون
نجارٌ	نجاران	نجارون

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Content Standard	Indicators and Exemplars	Core Competencies

Add suffixes to feminine nouns in column A in order to turn them into dual and plural foms as in B and C respectively.

A	B	C
الاسم	**مثنى**	**جمع**
معلّمة	معلمتان	معلّمات
مهندسة	مهندستان	مهندسات
ممرضة	ممرضتان	ممرضات
مضيفة	مضيفتان	مضيفات
طالبة	طالبتان	طالبات
مدرّسة	مدرسان	مدرّسات
طبيبة	طبيبتان	طبيبات
مشرفة	مشرفتان	مشرفات

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STRAND: B8.3 READING

SUB-STRAND: B8.3.4 CRITICAL READING

Content Standard	Indicators and Exemplars	Core Competencies
B8.3.4.1 Demonstrate the skill of evaluating text through critical reading.	**B8.3.4.1.1.** Show ability to make good sense of a text by pulling information from different segments of the text. الصُّحُفُ الْيَوْمِيَةُ **Exemplars:** الصُّحُفُ الْيَوْمِيَةُ كَثِيرَةٌ ، وَتُصْدَرُ فِي مُخْتَلِفِ الْبُلْدَانِ فَتَحْمِلُ الْأَنْبَاءَ مِنْ دُوَلِ الْعَالَمِ لِرَبْطِ الْمَوَاطِنِ بِالْأَحْدَاثِ الْعَالَمِيَّةِ فِي كُلِّ مَكَانٍ، وَتَنْقُلُ الصُّحُفُ أَخْبَارًا مَحَلِّيَةً لِتَعْرِيفِ الْمَوَاطِنِ بِنَهْضَةِ بِلَادِهِ فِي الْمَيَادِينِ الثَّقَافِيَّةِ وَالْاقْتِصَادِيَّةِ وَالاجْتِمَاعِيَّةِ وَالتَّكْنُولُوجِيَا الْمَعْلُوماتية وَالاتِصَالِيَّةِ. وَلاَ تَقْتَصِرُ الصُّحُفُ فِي نَشَاطِهَا عَلَى الْأَخْبَارِ فَهِيَ تُقَدِّمُ أَلْوَانًا مِنَ الْأَدَبِ وَتُدَرِّسُ أَعْمَالَ الْأُدَبَاءِ وَتَهْتَمُّ بِمُتَابَعَةِ الْحَرَكَةِ الرِّيَاضِيَّةِ تَحْقِيقًا لِرَغَبَاتِ بَعْضِ الشَّبَابِ. State for which of the following reasons the text was written, and identify how they were presented in the text: - 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.	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CP5.2:** Analyse and make distinct judgement about view points expressed in an argument

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.3.4.1.2. Demonstrate the ability to elicit information from the text in order to extract lessons or conclusions. **الغذاء الصحيّ** **Exemplars:** الْغِذَاءُ الصِّحِيُّ ضَرُورِيٌّ لِلإِنْسَانِ، وَ لاَ تَكُونُ الْفَائِدَةُ بِكَثْرَةِ مَا يَتَنَاوَلَهُ ٱلإِنْسَانُ مِنْ طَعَامٍ، بَلْ بِمَا يَحْتَوِي عَلَيْهِ ذَلِكَ الطَّعَامُ مِنْ قِيمَةٍ غِذَائِيَّةٍ تَتْفِقُ وَمَا يَحْتَاجُ إِلَيْهِ الْجِسْمُ. فهناك مَنْ يُصَابُ بِأَمْرَاضٍ نَتِيجَةَ سُوءِ التَّغْذِيَةِ فهناك من يَتَنَاوَلُونَ كَمِّيَّاتٍ قليلة من الغداء، إِلاَّ أَنَّهَا تَكُونُ فِي مَجْمُوعِهَا غِذَاءً كَامِلاً، وَلأَجْلِ ذَلِكَ سَلِمُوا مِنَ ٱلأَمْرَاضِ الَّتِي يُسَبِّبُهَا سُوءُ التَّغْذِيَةِ أَوْ تَمَتَّعُوا بِصِحَّةٍ جَيِّدَةٍ. Identify the steps and arrangement of events leading to the conclusion made in the text. Tell if the events that feed into the conclusion are: 1. Chronological 2. Logical 3. Realistic 4. Relevant	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation **CP5.1** Ability to combine information and ideas from several sources to reach a conclusion
	B8.3.4.1.3. Demonstrate analytical skill in identifying patterns in a given text. الحدائق العامة **Exemplars:** تَسْعَى الْحُكُومَاتُ إِلَى نَشْرِ الْحَدَائِقِ الْعَامَّةِ فِي الْمُدْنِ الْكُبْرَى. وَهِيَ مَكَانٌ لِلرَّاحَةِ، يَحْرِصُ كَثِيرٌ مِنَ النَّاسِ عَلَى زِيَارَةِ الْحَدَائِقِ الْعَامَّةِ فِي أَيَّامِ ٱلإِجَازَاتِ وَفِي أَوْقَاتِ الْفَرَاغِ لِذَلِكَ تَمْتَلِئُ الْحَدَائِقُ بِالزُّوَّارِ، فَالْعَائِلاَتُ فِي كُلِّ مَكَانٍ، وَٱلأَطْفَالُ يَلْعَبُونَ وَالْبَسْمَةُ عَلَى وُجُوهِهِمْ، وَٱلأَصْدِقَاءُ يَتَحَدَّثُونَ وَيَضْحَكُونَ. وَيَبْقَى الزُّوَّارُ فِي الْحَدِيقَةِ بَعْضَ الْوَقْتِ ثُمَّ يَرْجِعُونَ إِلَى بُيُوتِهِمْ وقد أَمْضَوْا أَوْقَاتًا سَعِيدَةً. Identify the words used in the text that are meant to achieve the following: الحدائق – الزوار – العائلات – السياح – الراحة – النزهة - Persuasion (appeals to emotion, reason, authority, etc.). - Exposition (e.g. definition, explanation, description, narration, elaboration, argumentation, evaluation)	**CP5.9:** Identify and explain a confusion, uncertainty or a contradiction surrounding an event

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.3.4.1.4. Demonstrate interpretive skills by explaining patterns in a given text. **أهمية العلم** **Exemplars:** الْعِلْمُ يَنْفَعُ الْإِنْسَانُ كَثِيرًا، وَهُوَ خَيرٌ وَسِيلَةٌ لِتَطَوُّرِهِ وَحَضَارَتِهِ، فَقد جَعَلَ الْعِلْمُ حَيَاةَ الْإِنْسَانِ سَهْلَةً وَمَكَّنَهُ مِن اسْتِخْدَامِ الْكَهْرَبَاءِ وَالْهَاتِفِ وَرُكُوبِ الطَّائِرَةِ وَالْقِطَارِ، وَاتَّخَذَ الْإِنْسَانُ الْعِلْمَ سَبِيلاً لِلتَعَرُّفِ عَلَى كَثِيرٍ مِنَ الظَّوَاهِرِ الطَّبِيعِيَّةِ الَّتِي يَجْهَلُهَا، وَاسْتَفَادَ مِنْ هَذِهِ الْمَعْرِفَةِ كَثِيرًا.لِهَذَا احْتَرَمَتِ الْأُمَمُ الرَّاقِيَةُ الْعِلْمَ، وَشَجَّعَتْ أَبْنَاءَهَا عَلَى طَلَبِهِ، وَمَنَحَتِ الْمُتَفَوِّقِينَ شَهَادَاتٍ تَقْدِيرِيَّةٍ وَأَعْطَتْ الْعُلَمَاءَ جَوَائِزَ لِحَثِّهِم عَلَى مُوَاصَلَةِ الْبَحْثِ. Group the sentences according to the ideas they express: - Which of the sentences explicitly mention the ideas, and why? - Which of the sentences implicitly refer to the idea, and why?	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech
B8.3.4.2. Identify cultural and historical elements in reading text.	**B8.3.4.2.1.** Demonstrate recognition of Arabian cultural practices in reading passages. **Exemplars:** تُعتبر حسنُ الضيافة من أهم العادات العربية والتي يعود أصلها للبدو الذين اشتهروا بالترحال الدائم، الذي أثَّر على وجوب ضيافة البدو لبعضهم وذلك للبقاء على قيد الحياة في البيئة الصحراوية، كما تعتبر الحناء أيضا إحدى عادات وتقاليد العرب الموروثة وقد وتستخدمها النساء لتعزيز الخصوبة ، كما استخدمها القدماء في الطب ، وكانت الحناء ولا زالت تُستخدم في حفلات الزفاف المختلفة حيثُ يتم استخدام عجينة الحناء في الرسم على أيدي وأرجل العروس بتصاميم معقدة وجذابة وذلك قبل أن تُزف لعريسها. Identify beliefs, customs, and everyday life activities associated with Arabs. الحياة الدينية والاجتماعية والسياسية - Manifestation of their religious practices - Social life – family and relationship - Public life and modernity	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CG6.4:** Exhibit a sense of nationality and global identity

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.3.4.2.2. Recognise the diversity of cultural practices within Ghanaian society. أعياد وتقاليد في غانا: عيد دامبا (Damba Festival)، هوموو (Homowo)، عيد يام (Yam Festival)، عيد أكوسي داي (Akwasidae). **Exemplars:** Provide 100 vocabulary associated with Ghanaian culture or values such as: - Importance of family - Respect for the elderly - Honour for traditional rulers - Hospitality: food sharing and accommodation Provide 100 vocabulary associated with special Ghanaian social occasions such as: - Naming ceremonies - Weddings - Traditional festivals: Homowo, Damba. - Religious celebrations: Eid and Christmas.	**CG5.3:** Develop and express respect, recognition and appreciation of others' cultures
	B8.3.4.2.3. Recognise the similarities between Arabian and Ghanaian cultures. أوجه التشابه بين العادات الغانية والعربية وتقاليدهما **Exemplars:** Compare beliefs, customs, and everyday life activities associated with Arabian and Ghanaian values such as: أهمية الأسرة – احترام الكبار – تقدير القادة المحليين– الضيافة - Importance of family - Respect for the elderly - Honour for traditional rulers - Hospitality: food sharing and accommodation	**GCI6.1:** Exhibit strong memory, intuitive thinking and respond appropriately

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STRAND: B8.4 WRITING

SUB-STRAND: B8.4.1 WRITING AND CALLIGRAPHY (AL-KHATT)

Content Standard	Indicators and Exemplars	Core Competencies
B8.4.1.1 Demonstrate ability to write various Arabic fonts.	**B8.4.1.1.1.** Identify the types of Arabic fonts found in different written texts. 1. State the most significant types of Arabic writings such as the An-Naskh, Ar-Ruq'a and Al-Kufi fonts. 2. Compare and copy the following letters in their different font forms (Nuskha and Ruq'a). 3. Copy the following in the different fonts indicated (Nuskha, Ruq-a, Kufi). بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ بسم الله الرحمن الرحيم عليه توكلت وإليه أنيب عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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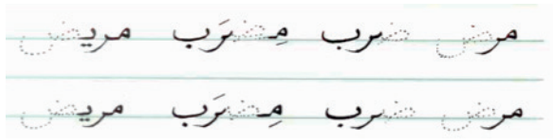
Content Standard	Indicators and Exemplars	Core Competencies
	B8.4.1.1.2. Demonstrate knowledge and understanding of the differences between handwritten and printed texts, of letters and numbers, and ways of dealing with each. **Exemplars** 1. Show which of the following texts are handwritten and which are printed:  مرض ضرب مضرب مريض 2. Copy the following sentences and compare the printed text with the one you have written with your hand. _____ _____ _____ _____	**CP5.1** Ability to combine information and ideas from several sources to reach a conclusion

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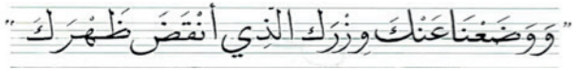
Content Standard	Indicators and Exemplars	Core Competencies
	B8.4.1.1.3. Show competence in writing the diacritics in their various forms in a handwritten script. **Exemplars** 1. Emulate the following text accurately:  "وَوَضَعْنَا عَنْكَ وِزْرَكَ الَّذِي أَنْقَضَ ظَهْرَكَ" _____ _____ خَرَجَ خَالِدٌ مِنَ الْمُخْتَبَرِ _____ _____ 2. Write your full name in two different Arabic fonts you know.	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CC8.5:** Vary the level of detail and the language use when presenting to make it appropriate to the audience
	B8.4.1.1.4. Demonstrate knowledge and skills in copying words and numerals previously read in class, with appropriate combinations and joints. **Exemplars:** 1. Copy the following words and add your own words to them. مُدرِّسة، مدرِّس، مُستشفى، طبيبة، مهندسة، ممرض، طيّارٌ، كاتِبة، صَحفي، سياسي، صبّاغٌ، بنّاءٌ، مُذيعٌ 2. Demonstrate proficiency in copying the following numbers: ١١ ١٢ ١٣ ١٤ ١٥ ١٦١٧ ١٨ ١٩ ٢٠ ٢١ ٢٢ ٢٣ ٢٤	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech.

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STRAND: B8.4 WRITING

SUB-STRAND: B8.4.2 COMPOSITION

Content Standard	Indicators and Exemplars	Core Competencies
B8.4.2.1 Demonstrate knowledge of spelling patterns and conventions of syntax with their corresponding meanings.	**B8.4.2.1.1.** Demonstrate ability to respond to questions using familiar vocabulary. **Exemplars:** في المطار – صالة القدوم – صالة المغادرة – شراء التأشيرة – هبوط الطائرة – مغادرة الطائرة 1. Write correct answers to post-reading 10 questions using familiar vocabulary.	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP), Creativity and Innovation (CI)** **CC8.2:** Explain ideas in a clear order detail using correct structure of speech..
	B8.4.2.1.2. Show writing skills in reorganising, and rearranging jumbled sentences to complete a full text. 1. Reorganise the following sentences to form meaningful text about your daily routine in 20 sentences. – كيف أقضي يومي: أتغدى في الساعة.....– أستعدُّ لِـ..... – أَخْرُجُ إلى البُسْتان – أفطر بـ..... . أستعدُّ للذهاب إلى المدرسة ـــأنام مبكرا في الليل – استمع إلى الدروس بنشاط ورغبة. 2. Use your own words to fill in the blank spaces in ten (10) passages below: أنا استيقظ مبكرا في الساعة .....، ..... أتناول ..... مع ..... وأرتدي ملابس المدرسة وأحمل ..... وأستعد للذهاب إلى المدرسة، مدرستي ..... لذلك أذهب إليها .....، وفي الطريق ألتقي	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CI5.2:** Ability to merge simple/complex ideas to create a novel situation or thing

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.4.2.1.3. Show ability to write short messages independently, using appropriate words. **Exemplars:** 1. Use already acquired vocabulary to write a simple text about who you want to become in the future. أريد أن أكون مهندسا، أريد أن أكون فضائيا، أريد أن أكون طيارا لأسافر جوّا وأزور البلاد البعيدة مجانا، أحب أن أكون طبيبا لأداوي الناس. إلخ. 2. Write about your daily activities at home in your own words. **أنشطتي المنزليةُ**	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.4.2.1.4. Demonstrate the knowledge and ability to fill in and select appropriate words to complete short phrases or sentences. **Exemplars:** 1. Rearrange the following sentences to form complete, grammatically correct sentences. - 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. 2. Complete the following text about one's love for their country. - أنا من غانا، أحب غانا لأنها وطني وموطني، أحب غانا مثلما أحب بيتي، أحب غانا مثلما أحب أهلي..... 3. Use the following given words and phrases to compose an essay about Eid Day or any festive occasion. يوم العيد، أنا أحب العيد، كلنا نفرح يوم العيد، نلبس ملابس جديدة ونظيفة، نزور أقاربنا وجيرارنا، عيدكم مبارك وكل عام وأنتم بخير.	**CC7.1:** Identify words or sentences in context appropriately **CP5.3** Create trees to think through problems

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Content Standard	Indicators and Exemplars	Core Competencies
B8.4.2.2 Show ability in writing theme-related words and modelled writing strategies	**B8.4.2.2.1.** Show ability to summarise an extensive prose read in class. **Exemplars:** ”أيها الناس أني وليت عليكم ولست بخيركم فإن رأيتموني على حق فأعينوني وإن رأيتموني على باطل فسسدوني … Summarise a given text using the following rules: - Write down key words (not more than 20) which are important for the summary. - Find important facts, statements and ideas.	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.4.2.2.2. Show composition skills by filling in the blank spaces with appropriate words to complete the sentences. **Exemplars:** 1. Choose the appropriate word or phrase from those in bracket to complete a coherent text. **(عبدالله وجارُه، رأى، مجرفة، يا صديقي؟ فاطمة، الحديقة)** رأى عبدالله جاره أحمد يحمل ـــــــ، فسأله ماذا تفعل بهذه الأدوات يا ـــــــ. قال أحمد طلبت مني ـــــــ. بنت جارنا أن أساعدها على زراعة الحديقة. 2. Complete each sentence with an appropriate word from the bracket. **) ما، كرة، المستشفى، متى، العلوم، كَتَبَ، بلقاءك (.** - ذهبت إلى ـــــــ, - ـــــــ تبدأ الدراسة؟ - ـــــــ اسم أبيك؟ - شاهدتُ مباراة ـــــــ القدم - أنا مسرور ـــــــ. - درست ـــــــ. اليوم. - ـــــــ الأستاذ الدرس على السبورة.	**CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	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. **Exemplars:** 1. Write short answers to the following questions by following the rules of sentence structure. - ماذا تحمل في يدك؟ أحمل حقيبتي. - ماذا تفعل بعد الدرس؟ _____. - مع من تذهب؟ _____. 2. Use own words to complete the following sentences. - في مَدْرَسَتِيْ.... - وَأَرَى طِفْلاً يَرْفَعُ ..... - يَقْرَأُ دَرْساً وَيُمْسِكُ ..... - يَكْتُبُ حَرْفاً وَيَرْسُمُ.....	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech.

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Content Standard	Indicators and Exemplars	Core Competencies
B8.4.2.3 Demonstrate the ability to organise ideas logically and fluently in order to write coherent texts.	**B8.4.2.3.1.** Demonstrate creative skills by describing characters in a work of art based on their actions, and according to the social and historical context. **Exemplars:** 1. Use the following format to describe a character: - أين وُلد ونشأ؟ خلقه وسلوكه، وصف المظهر الخارجي للشخصية – الصفات المذكورة كالشكل. - ما نوع العلاقات التي تربطه ببقية الشخصيات؟ 2. Write about the personalities in your community using some already learnt descriptive expressions as a guide. - مدير المدرسة، رئيس البلدية، الإمام، زعيم قبيلة، نائب مجلس الشورى...إلخ.	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CI6.4:** Imagining and seeing things in a different way **CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.4.2.3.2. Show creative writing skills in narrative anddescriptive essay writing. **Exemplars:** 1. Reorganise the following sentences to describe a known Ghanaian historical character. - ولد كوامي انكروما عام..... - تخرج بدار المعلمين في أكرا - والتحق عام 1935 بجامعة «لِنكولن » في أمريكا - وفي عام 1945 التحق بمدرسة الاقتصاد في لندن ببريطانيا - عاد إلى غانا وناضل ضد الاحتلال - وكان بطلا قوميا ومحبوبا إلى الناس حتى بعد وفاته... 2. Use the following format to write a short essay describing your village. قريتي.....، في وسط .....، كأنها .....، لا ترى فيها إلا .....، فالأرض ..... والحقول ..... إلخ.	**CI6.4:** Imagining and seeing things in a different way **CI6.2:** Ability to reflect on approaches to creative task and evaluate the effectiveness of tools used
	B8.4.2.3.3. Show creativity in organising ideas logically and fluently in order to write coherent texts that follow a specific literary structure. **Exemplars:** 1. Write an essay on a given topic in not less than 60 words.	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B8.4.2.3.4. Demonstrate the ability to distinguish between the literal meaning and the figurative meaning, as well as between abstract notions and concrete notions within a text. **Exemplars:** 1. Extract from the following passage expressions that have literal meaning and those that have figurative meaning. زيارة المريض 2. Extract from the given text expressions that show abstract notions and those that show concrete notions. مدينة الأحلام	**CC7.1:** Identify words or sentences in context appropriately

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Basic 9

STRAND: B9.1 LISTENING

SUB-STRAND: B9.1.1 COMPREHENSION OF ARABIC LANGUAGE

Content Standard	Indicators and Exemplars	Core Competencies
B9.1.1.1. Demonstrate comprehension of various Arabic oral sound texts.	**B9.1.1.1.1.** Demonstrate understanding of questions asked *who? what?* and *when?,* and provide the answers appropriately. **Exemplars:** Answer *who? what? and when?* questions as follows: من الذي يعلّم التلاميذ؟ ..... متى يذهب الفلاح إلى المزرعة؟..... ماذا درست اليوم ؟	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP), Digital Literacy (DL)** **CC7.1:** Identify words or sentences in context appropriately
	B9.1.1.1.2. Recognise and recall main points in a short dialogue and relate spoken words to corresponding images. هَلْ تُحِبُّ الْبُرْتُقَالَ ؟؟ ..... نَعَمْ، أُحِبُّ الْبُرْتُقَالَ. مَنْ أَنْتَ ؟.....أَنَا طَالِبٌ فِي الْجَامِعَةِ. مَاذَا تَرْسُمُ ؟.....أَرْسُمُ جَمَلاً. مَاذَا تَكْتُبُ ؟.....أَكْتُبُ دَرْسَ الرِّياضياتِ. **Exemplars:** Identify four major points from an audio story with the topic (ةيواوهلا)	**CC7.1:** Identify words or sentences in context appropriately **DL5.3:** Ability to find and utilise digital content

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.1.1.1.3. Demonstrate the ability to extrapolate and respond to essential general ideas and information from topical national issues. وقاية من الأمراض **Exemplars:** Listen to the following topics and give yourown interpretations: التدخينُ و خطورتُه النفايات و تأثيرها على الصحة جنوح الشباب المعاصر و مشكلاته	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation, **CG5.5:** Adjust to the demands of customs, traditions, values and attitudes of society
	B9.1.1.1.4. Show ability to follow and understand a variety of spoken discourse between two or several participants. **Exemplars:** Listen to the following topics and point out their purposes and related ideas: فوائد التعليم النظافة وأهميتها الأخلاق الفاضلة وفوائدها	**CC7.1:** Identify words or sentences in context appropriately **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation,

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Content Standard	Indicators and Exemplars	Core Competencies
B9.1.1.2 Demonstrate and identify words or sentences in context appropriately in class discussions about school competitions and games.	**B9.1.1.2.1**. Demonstrate an understanding of central issues in aural discussions on inter-school football games/gala. **Exemplars:** State the main point and three secondary ones in discussion of a football game, using the following samples: نتيجة مباراة كرة القدم بطولة الكأسالأفريقي مباراة ودية	**Communication and Collaboration (CC),** **CC7.1:** Identify words or sentences in context appropriately. **CC8.2:** Explain ideas in a clear order detail using correct structure of speech.
	B9.1.1.2.2. Demonstrate the ability to visualise images and scenes in order to facilitate understanding of a sports commentary. **Exemplars:** Identify the vocabulary peculiar to sports, such as in the following: ضربة ركنية حارس مرمى ضربة حرة مرور الكرة تسجيل الهدف	**CC7.1:** Identify words or sentences in context appropriately. **CC7.4:** Identify underlying themes, implications and issues when listening

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Content Standard	Indicators and Exemplars	Core Competencies
B9.1.1.3 Demonstrate knowledge of aural expression about education and career paths.	**B9.1.1.3.1.** Demonstrate an ability to answer questions about the relationships between education and career, and provide the answers orally. **Exemplars:** Understand a conversation on the relationship between education and career. ماذا ستفعل بعد الدراسة؟ أنا أدرس الطب في كلية الطب، سأكون طبيبا،إن شاء الله ماذا ستفعل بعد الدراسة؟ أنا أدرس الهندسة في كلية الهندسة، سأكونمهندسا،إن شاء الله	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP), Creativity and Innovation (CI)** **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation,
	B9.1.1.3.2. Recognise and recall main points in a text read in class on education and career path, and reproduce them. **Exemplars:** Recall points in a read text on education (العلاقة بين الدراسة و العمل) نظّم أوقات الدوام والدراسة بدقّة ضع جدولاً للدراسة اختر عملاً يتناسب مع وقتك وقدراتك	**CC7.1:** Identify words or sentences in context appropriately **CI6.1:** Exhibit strong memory, intuitive thinking and respond appropriately
	B9.1.1.4.2. Show effective listening skills by identifying various linguistic and tonal features for appropriate response. **B9.1.1.3.3**. Demonstrate ability to extrapolate and respond to relevant general ideas and information on education. **Exemplars:** Identify the appropriate registers for the following words, which ones are related tosports and which are not? طالب – لاعب كرة السلّةِ– معلمة – جامعة – وزارة التعليم– كتابٌ مدرسيٌّ– شهادة – جائزة.	**CC7.1:** Identify words or sentences in context appropriately **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.1.1.3.4. Show ability to participate in a spoken discourse and express personal ideas about children and schooling. **Exemplars:** Present personal views in a class discussion about the topic (أهمية التعليم), using the following introductory sentence: تكمن أهمية الدراسة للتلاميذ في أنّها تقدّم لهم المعرفة.....	**CI6.4:** Imagining and seeing things in a different way **CI5.7:** Putting forward constructive comments, ideas, explanations and new ways of doing things
B9.1.1.4 Respond appropriately to a narration of market scene with description of various wares, stocks, and people.	**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. **Exemplars:** Answer post-reading sampled questions on the topic (الكلب الوفي)	**Communication and Collaboration (CC), Digital Literacy (DL), Critical thinking and Problem solving (CP)** **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation **CC8.2:** Explain ideas in a clear order detail using correct structure of speech.

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.1.1.4.2. Show effective listening skills by identifying various linguistic and tonal features for appropriate response. **Exemplars:** Provide appropriate responses to questions such as the following: لماذا تتعلم اللغة العربية ؟ أين يدرس التلاميذ؟ أكتابك هذا؟	**CC7.1:** Identify words or sentences in context appropriately **CC8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes
	B9.1.1.4.3. Demonstrate the ability to listen accurately and critically and identify various images and scenery of the market. **Exemplars:** Identify various sceneriesof amarket and participate in questioning and answering sessions in class.	**DL5.3:** Ability to find and utilise digital content

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STRAND: B9.1 LISTENING

SUB-STRAND: B9.1.2 LISTENING COMPREHENSION AND PARTICIPATION

Content Standard	Indicators and Exemplars	Core Competencies
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 discussion after reading a text. **Exemplars:** الصرف الصحي (**sanitation**) Listen to a discussion on a school activity and display the following strategies: - Maintain eye contact. - No interrupting. - Watch the nonverbal cues. - Restate what you heard and clarify by repeating it. - Use some encouragers like head shaking, etc. - Ask probing questions.	**Communication and Collaboration (CC), Creativity and Innovation (CI), Critical thinking and Problem solving (CP)** **CC7.1:** Identify words or sentences in context appropriately. **CC7.4:** Identify underlying themes, implications and issues when listening
	B9.1.2.1.2. Show ability to deduce meaning of some unfamiliar words from a context with prior knowledge of a sports subject. **Exemplars:** كرة السلة – كرة الطاولة – الملاكمة – المصارعة - Deduce the meaning of a new difficult word considering the known words within the sentence. - Identify known words related to unfamiliar words from the passage.	**CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.1.2.1.3. Demonstrate the ability to interpret other arguments independently and respond appropriately on environmental issues. **Exemplars:** 1. Answer post-reading sampled questions on different human practices and attitudes that impact on environment. تلوث المياهوأسبابه – تلوث الهواء وأسبابه : 2. Articulate an understanding about environmental problems in the locality using statements as: نضع القُمامة في الزبالة – المحافظة على نظافة المجاري – الكوارث الطبيعية 3. Interpret points on the types of natural disasters in your own words 4. Respond to questions about factors that promote natural disasters in your own words. حادثة الحريق– حادثة السيارة — الفيضانات	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation **CI5.7:** Putting forward constructive comments, ideas, explanations and new ways of doing things
	B9.1.2.1.4. Show ability to deduce meanings of some unfamiliar words and phrases from the context relating to various efforts and measures to minimise impacts of natural disasters. **Exemplars:** **الكوارث الطبيعية** Deduce from a text the meanings of the following phrases: وقوع الكوارث الزلازل البراكين الأعاصير الأنشطة البشرية التدابير اللازمة للحماية حركة الصخور جوف الأرض ثوران البراكين.	**CC7.1:** Identify words or sentences in context appropriately **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
B9.1.2.2 Demonstrate understanding of language use in a school debate on education and career plans.	**B9.1.2.2.1** Show ability to listen accurately and critically, as well as identify implied meanings in a statement in order to respond appropriately. **Exemplars:** وظيفة المرأة المتعلمة Clarify the implied meaning of a statement by: - 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.	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC7.1:** Identify words or sentences in context appropriately
	B9.1.2.2.2. Demonstrate the ability to discriminate between the main and subsidiary ideas in discourse, and organise answers.	
	Exemplars: أهمية تعليم البنت Point out the main idea(s), and the subsidiary ones in an audio-visual material, and give personal observations.	**CP5.2:** Analyse and make distinct judgement about viewpoints expressed in an argument **CC7.1:** Identify words or sentences in context appropriately

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STRAND: B9.2 SPEAKING

SUB-STRAND: B9.2.1 EVERYDAY ORAL COMMUNICATION

Content Standard	Indicators and Exemplars	Core Competencies
B9.2.1.1 Demonstrate competency in speaking in an informal context.	**B9.2.1.1.1.** Show ability to distinguish between formal and informal registers of familiar vocabulary. **Exemplars:** المحادثة بين المتعلم ومدير المدرسة المحادثة بين التلميذ وزملائه 1. Give your understanding of what formal and informal language is, with examples. 2. Give the appropriate informal language in terms of the following: context, sentences, language, voice, interjections, personal pronoun, tone. 3. Give ten sentences in an informal context.	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP), Creativity and Innovation (CI)** **CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CC7.1:** Identify words or sentences in context appropriately
	B9.2.1.1.2. Show communicative competence by using appropriate expressions for names of languages and countries. **Exemplars:** Give the names of popular languages in the world: اللغة الإنجليزية، لغة الماندرين (الصينية)، اللغة الهندية، اللغة العربية، اللغة الإسبانية، اللغة الروسية، اللغة البرتغالية، اللغة البنغالية، اللغة الفرنسية، اللغة الألمانية	**CC7.1:** Identify words or sentences in context appropriately **CG6.4:** Exhibit a sense of nationality and global identity

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.2.1.1.3. Demonstrate skills in using some culturally specific gestures in a limited range of special occasions. **Exemplars:** 1. Use the following vocabulary to talk about a marriage ceremony you have witnessed: **الزواج** ماشاءالله /حفلةزواجأخياليوم/ هوعريس/ والعروس سعيدة / والمهر رخيص /العقديكونفي جامع كوماسي. 2. Use the following vocabulary to talk about a naming ceremonyyou have witnessed: **حفلة التسمية** عندنا حفلة التسمسة اليوم،أختزوجةعمي هي التي أنجبت، وستُذبح العقيقة،ستكثر المأدبة،لأنعددالحاضرينكبيرٌ جدا.	**CI5.2:** Ability to merge simple/complex ideas to create a novel situation or thing **CG6.4:** Exhibit a sense of nationality and global identity
	B9.2.1.1.4. Show mastery of appropriate speech act and diction in communicating about a food and health. **Exemplars:** 1. Use the following expressions to talk about going out for dinner. مرحبا بك يا خادم المطعم / ماذا عندكم من الأطعمة؟ لدينا عديدة/ اقعد بجانب المائدة / الطعام جاهز / الأرز مع إدام صلصة والسلطة / الفول المخلوط بالأرز وإدام حارة / ‹فوفو› مع شربة / توابل و مقبلات. المشويات / المقلي / المسلوك 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.	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech

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Content Standard	Indicators and Exemplars	Core Competencies
B9.2.1.2 Demonstrate good arguments in school debates about education and career paths.	**B9.2.1.2.1.** Demonstrate the ability to employ various conversational strategies (such as interrogative statement, surprise and wonder) to advance an argument. **Exemplars:** كيف نكافح الغش في الامتحانات؟ 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 - Speak slowly and clearly. - Check your body language. - Listen and take notes. - Tell a story or give an illustration to make your point.	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CP5.2:** Analyse and make distinct judgement about viewpoints expressed in an argument **CP5.2:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	B9.2.1.2.2 Show the ability to select and manipulate certain structures, like appropriate tense and emotive language, to achieve specific communication goals. **Exemplars:** سلمت – حزنت – تألمت – نجحت – أصيبت – أبتليت – تنازلت Give an example of the following to prove persuasive competence: - Opinion - a personal viewpoint often presented as a fact. - Personal pronouns - 'I', 'you' and 'we'. - Imperative command - instructional language. - Rhetorical question - a question which implies its own answer.	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.2.1.2.3. Demonstrate awareness of verbal and non-verbal communications to communicate effectively and accurately. **Exemplars:** استعمال الإشارات والنغمات وتعبيرات الوجه والإيماءات وغيرها Give examples of the following known Arabic nonverbal communication: - gestures - facial expressions - tone of voice - eye contact (or lack thereof) - body language - Posture.	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CC7.1:** Identify words or sentences in context appropriately
B9.2.1.3. Show proficiency in expressing cogent viewpoints in class discussions.	**B9.2.1.3.1.** Demonstrate the ability to express personal contributions in a discussion about inter-school football games/gala. المباريات الرياضية بين المدارس **Exemplars:** Use the following phrases to contribute to class discussion about sports نتيجة مباراة كرة القدم بطولة كأس مباراة ضربة جزاء	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.2.1.3.2. Show proficiency in presenting clear personal ideas after reading discussing of school athletics. **Exemplars:** الألعاب الرياضية Show what goes into the following to help in class discussions of a text: - Preparation - Listening - Originality - Summarising other views	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	B9.2.1.3.3. Show the ability to predict the closest meanings of some unfamiliar words in a text about sports. مباريات الكأس الأفريقي **Exemplars:** المدرب – النادي – الفريق – الاعبون – الفنائل Carry out the following exercises to arrive at the meanings of the unknown words: - 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 your suggested meanings from the dictionary.	**CP5.4:** Generate hypothesis to help answer complex problems **CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
B9.2.1.4. Demonstrate oral proficiency in the usage of modelled text of specified length to talk about celebrations and festivals.	**B9.2.1.4.1.** Demonstrate acquisition of sufficient vocabulary of 30 words to orally construct sentences about independence celebrations. **احتفال بعيد الاستقلال – حب الوطن** **Exemplars:** Use the following phrases associated with Ghanaian independence celebration to talk about or take part in a class discussion. الاحتلال البريطاني، المستعمر البريطاني، نالت غانا استقلالها عام 1957م، و استعادت حريتها، غيرت غانا اسمها من ” ساحل الذهب“، إلى غانا.	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP), Creativity and Innovation (CI)** **CI6.1:** Exhibit strong memory, intuitive thinking and respond appropriately **CG6.4:** Exhibit a sense of nationality and global identity
	B9.2.1.4.2. Show adequate acquisition and usage of vocabulary of 30 words for self-expression about Arab/Muslim celebration of Eid. **Exemplars:** **عيد الفطر – عيد الأضحى** Use the following phrases associated withArab celebration of Eid to talk about or take part in a class discussion. عيدُ الفطر، إتمام 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.	**CC7.1:** Identify words or sentences in context appropriately **CG5.1:** Show strong sense of belongingness to one’s culture

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Content Standard	Indicators and Exemplars	Core Competencies
	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. **Exemplars:** Use the following phrases to talk about Ghanaian traditional festivals such as Odwira, Homowo, and Damba. تراث غانا 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 باللأوان المخلفة، رقصة فولكلورية على أنغام شعبية، قبعات احتفالية دينية، الطقوس والشعائر.	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CG5.5:** Adjust to the demands of customs, traditions, values and attitudes of society

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STRAND: B9.2 SPEAKING

SUB-STRAND: B9.2.2 ORACY AND AESTHETICS

Content Standard	Indicators and Exemplars	Core Competencies
B9.2.2.1 Participate in a rehearsed play through dialogues.	**B9.2.2.1.1**. Demonstrate oral communicative skills through supporting role play in a drama. **Exemplars:** Participate in a drama with title الشاب الصادقand play the supporting character named "...الشاب....." displaying their actions and utterances.	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC7.1:** Identify words or sentences in context appropriately
	B9.2.2.1.2. Demonstrate the ability to play the main character in a simple play. **Exemplars:** Participate in a drama with title العميد المبجل and play the main character named "……العميد..." displaying their actions and utterances.	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation **CC7.1:** Identify words or sentences in context appropriately

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STRAND: B9.2 SPEAKING

SUB-STRAND: B9.2.3 GRAMMAR

Content Standard	Indicators and Exemplars	Core Competencies
B9.2.3.1 Speaking Good Arabic: Grammar Unit: Doing words (Verbs and tenses)	**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. **Exemplars:** متى تزور المكتبة؟ أزور المكتبة في المساء كيف أصبحت؟ أصبحت بخير ماذا تفعلان أنتما؟ نذاكر دروسنا 1. Say what you do every day and what you are doing now (Tenses: Present) **الفعل المضارع** – مثل : أذهب – أكتب – أفتح – أجلس نذهب – نكتب – نفتح – نجلس. 2. Say what you did yesterday (Tense: Past) **الفعل الماضي** مثل : ذهبتْ–كتبتْ– فتحتْ– ،جلستْ – ذهبنا – كتبنا – فتحنا–جلسنا.	**Communication and Collaboration (CC),** **CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	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. **Exemplars:** 1. Tell someone or an audience listening to you what he does or they do every day,or what someone/ audience is/are doing now (Tenses: Present) **الفعل المضارع:** مثل : تذهب– تذهبين – تكتبان – تفتحون — تجلسون. 2. Tell someone or an audience listening to you what he or they did yesterday (Tenses: Past) **الفعل الماضي** . مثل :ذهبت–ذهبتما– ذهبتم،كتبتُ– كتبتما– كتبتم– فتحت– فتحتما — فتحتم– فتحتنّ. 3. Ask someone to do something (Imperative). **فعل الأمر** . مثل : اذهب – اُكتبا – افتحوا — اجلسن.	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CC7.1:** Identify words or sentences in context appropriately
	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 or plural, masculine or feminine. **Exemplars:** 1. Say what someone or an audience does every day or are doing now (Tenses: Present). **الفعل المضارع:** مثل : يذهب – يذهبون– يذهبان – يكتبان – يفتحون — يَجْلِسْنَ. 2. Say what someone or an audience did yesterday (Tenses: Past). **الفعل الماضي،** مثل :ذهب–ذهبا – ذهبتا – ذهبوا — ذهبن – كتب– كتبا– كتبوا– كتَبْنَ.	**CC8.2**: Explain ideas in a clear order with relevant detail, using correct structure of speech **CC7.1:** Identify words or sentences in context appropriately

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STRAND: B9.3 READING

SUB-STRAND: B9.3.1 PHONOLOGICAL AWARENESS / ORAL READING FLUENCY

Content Standard	Indicators and Exemplars	Core Competencies
B9.3.1.1 Show reading skills of a moderately complex text at a reasonable reading speed about the dangers of social vices.	**B9.3.1.1.1**. Show fluency and correct pronunciation of semi vowelised joint Arabic letters, phrases and simple sentences as they appear in a script. **Exemplars:** Read the following passage carefully and place the missing diacritics (harakat) in their appropriate places: أتريدين شيئاً من السّوق يا أم أحمد؟ نعم. أريد مِغْرَفَةً ومِقْلاةً ومِكْواةً ومِقَصّاً. ما أكثرَ طَلَباتِك يا أم أحمد! ألم أَشْتَرِ لكِ هذه الأشياء في العام الماضي؟ بلى، ولكنها من الطِّراز القديم. وقد جاءت في السوق الآن أَطْرزة حديثة وهي طَبْعاً أَحْسنُ وأَجْوَدُ... نسيت أن أذكر القَمح والعَدَس .....اسمع أإن هذا البَقَّالَ الجديدَ مُطَفِّفٌ فلا تشْترِ منه شيئاً. ولكن كيف عرفتَ ذلك؟ إن الجُبنَ الذي اشتريتُ منه قبل أيامٍ وَزنته بِميزاننا، فوجدته ناقِصاً. وكذلك كِلْتُ البرَّ، فوجدته أيضاً ناقصاً.	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes
	B93.1.1.2.2. Show reading skills in articulating various letters and their representative sounds. **Exemplars:** Read the following rhythmic combination of semi-complex sounds at a reasonable speed. **أَيُّهَا النَّاسُ، اسْمَعُوا وَعُوا، مَنْ عَاشَ مَات، وَمَنْ مَاتَ فَات، وَكُلُّ مَا هُوَ آتٍ آت.. مطر ونبات وأرزاق وأقوات وآباء وأمهات وأحياء وأموات وأشتات، لَيْلٌ دَاج، وَنَهَارٌ سَاْج، وَسَمَاءٌ ذَاتُ أبرَاجٍ، وأرض ذات فجاج، وبحار ذات أمواج، وَنُجُومٌ تَزْهَر، وَبِحَارٌ تَزْخَر.. إِنَّ فِي السَّمَاءِ لَخَبَراً، وإِنَّ فِي الأرضِ لَعِبَراً.** (قس بن ساعدة الإيادي).	**CC8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.3.1.1.2. Show reading skills in articulating rare combinations of letters and their representative sounds. **Exemplars:** Read the following rhythmic combination of complex sounds jingles at a reasonable speed. عَلِّمُوهَا إِذَا أَرَدْتُمْ عُلاَهَا فَبِغَيْرِ التَّعْلِيمِ لَنْ تَرْفَعُوهَا هَذِّبُوا خُلْقَهَا وَرَقُّوا ثَنَاهَا وَارْفَعُوا شَأْنَهَا وَلاَ تُهْمِلُوهَا هِيَ بِنْتٌ لَكُمْ وَأُخْتٌ وَأُمٌّ يَحْتَذِيهَا فِي كُلِّ أَمْرٍ بَنُوهَا عَلِّمُوهَا أَنَّ التَّقَرْنُجَ دَاءٌ نَاحَ مِنْهُ قَرِينُهَا وَأَبُوهَا عَلِّمُوهَا أَنَّ الْفَضِيلَةَ كَنْزٌ لَيْسَ يَفْنَى وَلاَ يَمُوتُ ذَوُوهَا	**CC8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes

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STRAND: B9.3 READING

SUB-STRAND: B9.3.2 READING COMPREHENSION

Content Standard	Indicators and Exemplars	Core Competencies
B9.3.2.1 Reading skills of a moderately complex text at a reasonable speed about religious festivals and celebrations.	**B9.3.2.1.1.** Identify the subject matter of a text through illustrations, titles and extra clues. **Exemplars:** يعتبر العيد يوما 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 المؤكولات دون التبذير، فإنّ الله أحل 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. 1. Observe the following text elements and state what idea comes to mind as: Which aspect of the text contributes to your understanding of the text and how?	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CP5.1** Ability to combine information and ideas from several sources to reach a conclusion **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	B9.3.2.1.2. Recognise and respond to key ideas from a passage about a given topic. **أدب التعامل مع الناس** **Exemplars:** 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.	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech.

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.3.2.1.3. Demonstrate active contributions to group readings to develop comprehension skills. **Exemplars:** الاقتراعات الفرعية والمشكلات المرتبة عليها (Bye-elections and problems associated with it) Identify any of the following structures of a text as a contribution to a post-reading discussion: Cause and effect - Problem and solution - Compare and contrast - Description - Time and order (sequence of events, actions, or steps)	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation **CP5.9:** Identify and explain a confusion, uncertainty or a contradiction surrounding an event

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STRAND: B9.3 READING

SUB-STRAND: B9.3.3 GRAMMAR

Content Standard	Indicators and Exemplars	Core Competencies
B9.3.3.1 Speaking Good Arabic: Grammar Unit: Doing words (verbs and tenses)	**B9.3.3.1.1** Demonstrate knowledge of verb tenses in reading a semi vowelised script in imperfect tense showing person/gender/number. **Exemplars:** Extract from the following text imperfect tense showing person/gender/number. كَانَ الْخَلِيفَةُ عَمَرُ بْنِ الْخَطَّاب يَسِيرُ فِي الْمَدِينَةِ وَمَعَهُ خَادِمُهُ، وَاللَّيْلُ مُظْلِمٌ وَالطَّرِيقُ خَالِيَةٌ مِنَ النَّاسِ، فَسَمِعَ صَوْتَ امْرَأَةٍ تَقُولُ لابْنَتِهَا : قُومِي يَا ابْنَتِي وَضَعِي مَاءً فِي اللَّبَنِ وَاسْتَعِدِّي لِبَيْعِهِ فِي الصَّبَاحِ. فَأَجَابَتْ الْبِنْتُ: إِنَّ الْخَلِيفَةَ مَنَعَنَا مِنْ غِشِّ اللَّبَنِ بِالْمَاءِ. قَالَتْ الْأُمُّ: الْخَلِيفَةُ غَائِبٌ فَهَلْ يَرانَا؟ أَوَ هَلْ يَرانَا أَحَدٌ؟ قَالَتِ الْبِنْتُ: لاَ يَرانَا أَحَدٌ مِنَ النَّاسِ يَا أُمَّاهُ وَلَكِنَّ اللهَ يَرانَا. أَعْجَبَ أَمِيرُ الْمُؤْمِنِينَ بِكَلاَمِ الْفَتَاةِ وَبِحُسْنِ أَخْلاَقِهَا، ثُمَّ قَالَ لِخَادِمِهِ: الْفَتَاةُ طَيِّبَةٌ وَسَوْفَ أُزَوِّجُهَا لِوَلَدِي عَاصِمٍ.	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC7.1:** Identify words or sentences in context appropriately
	B93.3.1.2. Demonstrate knowledge of verb tenses in reading a semi vowelised script in perfect tense showing person/gender/number. **Exemplars:** Extract from the following text verb in perfect tense showing person/gender/number. أَرْمِيَاءُ تِلْمِيذٌ ذَكِيٌّ، طَلَبَ مِنْهُ مُعَلِّمُهُ أَنْ يَتَحَدَّثَ عَنْ أُسْرَتِهِ فَقَالَ: أُسْرَتِي صَغِيرَةُ الْعَدَدِ لَكِنَّهَا سَعِيدَةٌ، فَأَبِي هُوَ الَّذِي يتولى تكاليف المرنزل ، وَأُمِّي هِيَ الَّتِي تَرْعَى الْبَيْتَ وتُساعدنا في أداء الواجبات المنزلية، أَخْوَايَ الْكَبِيرَانِ مُعَاذُ وَيُوسُفُ هُمَا اللَّذَانِ يُسَاعِدَانِي فِي فَهْمِ الدُّرُوسِ، كَما أَنَّ أُخْتِيَ مَيْمُونَةَ وَحَمْدِيَةَ هُمَا اللَّتَانِ تقُومَانِ بِإِعْدَادِ الطَّعَامِ وَتَنْظِيفِ الْبَيْتِ، وَيَسْكُنُ بِجَوَارِنَا عَمَّاتِي وَخَالاَتِي اللاَّتِي يحرصنَعَلى تعزيزِالوُدِّ بَيْنَنا. وَتَفْرَحُ أُسْرَتِي بِمَنْ يَأْتِي لِزِيَارَتِهَا، وَلِهَذَا تَعِيشُ فِي سَعَادَةٍ تَامَّةٍ.	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation **CP6.5:** Ability to select alternative (s) that adequately meet selected criteria

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Content Standard	Indicators and Exemplars	Core Competencies
	B93.3.1.3 Demonstrate knowledge of verb tenses in reading a semi vowelised script in imperative mood showing person, gender or number. **Exemplars:** Extract from the following text the verb imperative mood showing person, gender or number. المدّرسُ: أينَ قلمَايَ؟!أرأيتُمْ قلَمَيَّ يا إخْوانُ؟ ماجد: هاهُما قلماك يا أستاذُ. هُما تَحْتَ حقيبتِكَ. المدرس: هاتُوا دفاتِرَكُمْ يا إخوانُ. يُسَلِّمُ لِي كُلُّ واحدٍ مِنْكُم دفتَرَيْنِ دفترَ النَّحو ودفتَر الصَّرْفِ. المدرسُ: اذهبْ إلى البيت في الفُسْحةِ واحضرهما. المدرس: تعالَ ياهشامُ. خُذْ دفترَيْكَ، ذانِكَ دفترا زميلكَ... يامسعودُ.	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation **CP6.5:** Ability to select alternative (s) that adequately meet selected criteria

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STRAND: B9.3 READING

SUB-STRAND: B9.3.4 CRITICAL READING

Content Standard	Indicators and Exemplars	Core Competencies
B9.3.4.1 Demonstrate understanding by making inferences and predictions based on textual cues	**B9.3.4.1.1** Demonstrate the ability tomake inferences of text features such as word order, conjugation of verbs and sentence structure. **Exemplars:** الْمُعَلِّمُ كَالْوَالِد، يَرْعَى النَّشْءَ وَيُرَبِّي الْأَبْنَاءَ، وَيَحْرِصُ عَلَى سَلَامَتِهِمْ مِنْ كُلِّ سُوءٍ، يُضِيءُ لَهُمْ الطَّرِيقَ وَيَهَبُهُمُ الْعِلْمَ، وَيَمْنَحُهُمْ دِفْءَ الْمَعْرِفَةِ، وَيَتَحَمَّلُ الْعِبْءَ الثَّقِيلَ فِي تَرْبِيَتِهِمْ. والْمُعَلِّمُ إِذَا أَخْلَصَ الْقَصْدَ، وَأَحْسَنَ الْعَمَلَ، اسْتَطَاعَ فِي هُدُوءٍ وَرَوِيَّةً أَنْ يُوَجِّهَ أَخْلَاقَهُمْ وَعُقُولَهُمْ فِي التَّمَسُّكِ بِالدِّينِ وَالْإِخْلَاصِ فِي الْعَمَلِ، وَأَدَاءِ الْأَمَانَةِ وَحُبِّ الْفَضِيلَةِ فَلَا شَيْءَ يَعُوقُ الْمُعَلِّمَ عَنْ بِنَاءِ رِجَالِ الْغَدِ، وَتَحْقِيقِالْمُسْتَقْبَلِ الْهَنِيءِ لَهُمْ. Give an interpretation of the following text features: - Titles, headings, subheadings, preface, contents page, bullet points, glossary, index, guide words	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CP6.3:** Identify important and appropriate alternatives
	B9.3.4.1.2. Show the ability to identify cultural elements and their depictions in a simple text. **Exemplars:** يَتْبَعُ النَّاسُ عَادَةً خَاصَّةً بِهِمْ فِي الزَّوَاجِ فِي بعض الدول، فَإِذَا أَرَادَ الشَّابُّ خِطْبَةَ فَتَاةٍ ذَهَبَ إِلَى أُسْرَتِهَا وَبَحَثَ مَعَهُمْ أُمُورَ الزَّوَاجِ . وَفِي غِضَايَةِ الْحَدِيثِ لاَ تُعْطِي الْأُسْرَةُ رَأْيَهَا صَرَاحةً بِنَعَمْ أم لا ، بَلْ تُقَدِّمُ لَهُ الْقَهْوَةَ، فَإِذَا كَانَتْ حُلْوَةً فَمَعْنَى ذَلِكَ أَنَّهُمْ قَبِلُوهُ زَوْجًا لِلْفَتَاةِ، وَإِذَا كَانَتْ مُرَّةً فَقَدْ رَفَضَتِ الْأُسْرَةُ الطَّلَبَ، وَعَلَيْهِ أَنْ يَجِدَ حَظًّا أَحْسَنَ فِي مَكَانٍ آخَرٍ. 1. Identify what depictions portray Arab culture in the reading text. 2. To what extent do the following elements tell about the Arab culture in the given text: dressing, mannerism, communication, scenery andart.	**CC7.1:** Identify words or sentences in context appropriately **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.3.4.1.3. Demonstrate competence in vocabulary building to enhance understanding of unfamiliar texts. **Exemplars:** ترعرع – ناضل – ذاكر – استذكر – المحامي – الوزير – قاض القضاة – فناء المدرسة. 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.	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
B9.3.4.2. Demonstrate knowledge and appreciation about text analysis and reading techniques.	**B9.3.4.2.1.** Show the ability to engage in critical reading of a text by indicating how word changes meanings and understanding. **Exemplars:** رَأَتْ أجُوَا رَجُلاً أَعْمَى ، وَكَانَ ٱلأَعْمَى يَحْمِلُ صُنْدُوقًا ، وَكَانَ يُرِيدُ أَنْ يَعْبُرَ الطَّرِيقَ، وَالسَّيَّارَاتُ تَمْلأُ الشَّارِعَ ، ذَهَبَتْ أجُوَا إِلَى ٱلأَعْمَى وَحَمَلَتِ الصُّنْدُوقَ ، وَأَخَذَتْ بِيَدِ الرَّجُلِ فَأَوْصَلَتْهُ إِلَى الْجَانِبِ ٱلآخَرِ، رَفَعَ ٱلأَعْمَى يَدَيْهِ إِلَى السَّمَاءِ ، وَدَعَا لأَجُوَا وَطَلَبَ مِنَ اللهِ أَنْ يَحْفَظَهَا وَيُنَجِّحَهَا فِي دُرُوسِهَا. 1. Build your vocabulary by answering the following: - 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? - What type of writing is the passage? (For example, narration, description, argument, dialogue, rhymed or alliterative poetry, etc.)	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC8.2:** Explain ideas in a clear order detail using correct structure of speech.

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.3.4.2.2. Show awareness and appreciation of points of view of a literary narration and characterisation. **Exemplars:** أَهْلاً يَا صَدِيقِي العَبَّاس أَهْلاً بِكَ يَا إِسْمَاعِيلُ أَيْنَ كُنْتَ يا عبَّاس ؟ كُنْتُ فِي الْجَامِعَةِ مَاذَا كُنْتَ تعْمَلُ ؟ كُنْتُ أَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ وَهَلْ يَتَعَلَّمُ فِيهَا غَيْرُ الْعَرَبِ ؟ نَعَمْ، فِيهَا قِسْمٌ لِتَعْلِيمِ غَيْرِ الْعَرَبِ ، وَقَدْ تَعَلَّمْتُ كَيْفَ أَكْتُبُ ، وَكَيْفَ أَقْرَأُ بِاللُّغَةِ الْعَرَبِيَّةِ إذن، مِنَ الْغَدِ سَأَذْهَبُ مَعَكَ لأَتَعَلَّمَ اللُّغَةَ الْعَرَبِيَّةَ Identify the point of view of the narration and characterisation by answering the following: - 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?	**CP5.2:** Analyse and make distinct judgement about viewpoints expressed in an argument

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.3.4.2.3. Show awareness and appreciation of the author's manipulation of words to give literal or allegorical meaning. **Exemplars:** قامت شمس تظللني ومن عجب شمس تظللني من الشمس Identify the objects, colours, animals, or plants that serve other purposes other than their original role in the text by answering the following: - Are there metaphors? What kinds? - Is there one dominating 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?	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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STRAND: B9.4 WRITING

SUB-STRAND: B9.4.1 WRITING AND CALLIGRAPHY (AL-KHATT)

Content Standard	Indicators and Exemplars	Core Competencies
B9.4.1.1 Demonstrate knowledge of applicable writing rules in Arabic syntactic structures.	**B9.4.1.1.1**. Demonstrate awareness of the rules for writing word-initial hamza (ء) in the Arabic text. **Exemplars:** 1. Explain the rules for writing hamza (ء) at the beginning of the following nouns: امرأة، اثنين، اسم، ابن، ابنة، أحمد، أمير، إسراء، أسامة أنا أُسْبوع إمام 2. Explain the rules for writing hamza (ء) in the following verbs: احترم، اقترب، استمع انقلب، انكسر، انقطع، استقبل، استخدم، استقال	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.4.1.1.2. Demonstrate awareness of the rules for writing word-medial hamza (ء) in the Arabic text. **Exemplars:** **الهمزة المتوسطة** طَائِرَةٌ –بِئْسَ – مِئَاتٌ هَنِيئًا – تُضِيئُهُ – مَرِيئًا مَسْئُولٌ – مَشْئُومٌ – شُئُونٌ. State the rules that determine how hamza is written in word-medial position in the following groups: – هَيْئَة مَشيئَة سُئِل – سُؤال تَفاؤُل – شَأْن سَأَل مَأْدَبَة – مُروءَة تَفاءَل	**CP6.7:** Implement strategies with accuracy

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.4.1.1.3. Demonstrate awareness of the rules for writing word-final hamza (ء) in the Arabic text. **Exemplars:** الهمزة في آخر الكلمة 1. State the rules that determine how hamza is written in word-final position in the following word groups: مِلْء تُضيء هُدوء حَمْراء 2. State the rules that determine how word-final hamza with accusative tanwīn is written in word-final position in the following word groups: تباطُؤ ← تباطُؤًا، لُؤْلُؤ ← لُؤْلُؤًا، شاطِئ ← شاطِئًا هَواء ← ماء ← ماءً جِراء ← جِراءً مَبْدَأ ← مَبْدَأً، مَلْجَأٌ← مَلْجَأً، مَنْشَأ ← مَنْشَأً بُطْء ← بُطْئًا، مِلْء ← مِلْئًا، شَيْءٌ← شَيْئًا	**CP6.7:** Implement strategies with accuracy

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STRAND: B9.4 WRITING

SUB-STRAND: B9.4.2 COMPOSITION

Content Standard	Indicators and Exemplars	Core Competencies
B9.4.2.1 Demonstrate knowledge in the use of appropriate style in composition.	**B9.4.2.1.1**. Show writing skill in simple compositions, including a dialogue, formal and informal essays. **Exemplars:** أُكتب إنشاء عن أضرار التدخين Pick a topic and write a 100-word informal essay taking into consideration the following factors: Context, Sentences, Language, Voice, Interjections, Personal pronoun, Tone.	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	B9.4.2.1.2. Demonstrate the ability to recognise formal and informal texts in correspondence. **Exemplars:** الرسائل الشخصية والرسائل الرسمية 1. Identify the following types of informal letters: **الرسائل الشخصية:** – رسائل الدعوات، والردود، – الرسائل العاطفية – رسائل الترحيب – رسائل الشكر – رسائل الاعتذار – رسائل التهنئة 2. Write a short letter to your teacher telling them why you would not be able to attend their class. 3. Write a short text message to your friends inviting them to your house for lunch.	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B9.4.2.1.3. Demonstrate the ability to recognise formal texts and informal correspondence. **Exemplars:** 1. Identify the following types of formal letters: **الرسائل الرسمية.** – رسائل العمل – الرسائل المصلحية – رسائل الالتماس – رسائل الاستعلام – رسائل التوظيف 2. Write a short formal letter to your school to thank the management for promoting good discipline in the school. 3. Write a short petition to your local authority asking them to address a sanitation problem.	**CC7.1:** Identify words or sentences in context appropriately
	B9.4.2.1.4. Show preliminary writing skills in a targeted text format, including prose, poetry and drama. **Exemplars:** Demonstrate writing skills in writing effective essays of various types to a reader. أُكتُب عن الآتي:حادثة شاهدتها، رِحْلةً قمتَ بها. 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 or an event.	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech

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Content Standard	Indicators and Exemplars	Core Competencies
B9.4.2.2. Show knowledge of the process of developing and sequencing ideas and information in a content.	**B9.4.2.2.1.** Show writing skills in a targeted text format, such as prose, poetry and drama **Exemplars:** Demonstrate writing skills in effective essay writing of various types. عبر عن رأيكعن الغِشّ في الامتحانات. 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 reader of your point of view.	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.

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STRAND: B9.4 WRITING

SUB-STRAND: B9.4.3 CREATIVE WRITING

Content Standard	Indicators and Exemplars	Core Competencies
B9.4.3.1 Demonstrate the ability to organise ideas logically and fluently in order to write coherent texts.	**B9.4.3.1.1**. Show good skills in planningan essay, drafting, editing and revision. **Exemplars:** أُكتُبْإنْشاءًعن أضرار الرَّشوة. Give the general outline or structure of your essay by writing ten sentences comprising of the following: - The Introduction - The main body - The conclusion	**Creativity and Innovation (CI), Critical thinking and Problem solving (CP)** **CP5.4:** Generate hypothesis to help answer complex problems **CI6.4:** Imagining and seeing things in a different way
	B9.4.3.1.2. Demonstrate the ability to select quotations that are relevant to an idea and incorporate them in a simple written prose. **Exemplars:** 1. Write an essay on the environment and incorporate the following quotations: – المرء ابن البيئة التي يعيش فيها – لِنجعل كوكبَنا الصغيرَ مكاناً أفضلُ للعيش. – المحافظة على البيئة مقياس لرقي الأمم. 2. Develop the following text by adding 10 more related sentences to expand it. - كيف تَلوَّثَ الهواءُ؟ جلس آدم حزينا ينظر إلى الدنيا التي كانت تملأها الأشجارُ الخضراءُ يوما والأزهارُ الملونةُ فلم يجد سوى الفضاء الواسع ملأه الدخانُالخانقُ. وكانت هناك حركةٌ ولونٌ في هذا الكون. فأخذ يتساءل: ماذا حدث؟ أين اختفيت أيتها الأشجارُ الخضراءُ؟	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Basic 10

STRAND: B10.1. LISTENING

SUB-STRAND: B10.1.1 PHONICS OF THE ARABIC LANGUAGE

Content Standard	Indicators and Exemplars	Core Competencies
B10.1.1.1. Show an understanding of popular literary forms and their peculiar auditory features.	**B10.1.1.1.1.** Demonstrate an understanding of different reading styles of various Arabic texts. **Exemplars:** Identify the rhythm and intonations of the recitations of extracts of Arabic poetry and prose writing. (1) سَئِمْتُ تَكاليفَ الحَياةِ وَمَن يَعِش ثَمانينَ حَولاً لا أَبا لَكَ يَسْـأَمِ وَأَعلَمُ مَا فِي اليَومِ وَالأَمسِ قَبلَهُ وَلَكِنَّنِي عَن عِلمِ ما في غَدٍ عَمِ (2) **أيها الناس**:إن دماءكم، وأموالكم، حرامٌ عليكم إلى أن تَلقَوْا ربَّكم، كحرمةِ يومكم هذا، في شهركم هذا، في بلدكم هذا، ألا هل بلغتُ، اللهم فاشهد، فمن كانت عنده أمانة، فليؤدِّها إلى من ائتمنه عليها.	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)** **CC7.1:** Identify words or sentences in context appropriately **CC7.4:** Identify underlying themes, implications and issues when listening

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Content Standard	Indicators and Exemplars	Core Competencies
	B10.1.1.1.2. Demonstrate knowledge of different language styles of various Arabic texts. **Exemplars:** Identify the rhythm and intonations of the recitations of verses of Arabic poetry and those from the Qur'an. (1) أَلَا أَيُّها اللّيلُ الطّويلُ ألا انْجَلِ بِصُبْحٍ، وما الإصْبَاحُ مِنْكَ بِأَمْثَلِ فَيَا لَكَ مِنْ لَيْلٍ كَأَنَّ نُجُومَهُ بكل مُغار الفتل شُدّت بيذبل (2) **"وَلَا تَسْتَوِي الْحَسَنَةُ وَلَا السَّيِّئَةُ ۚ ادْفَعْ بِالَّتِي هِيَ أَحْسَنُ فَإِذَا الَّذِي بَيْنَكَ وَبَيْنَهُ عَدَاوَةٌ كَأَنَّهُ وَلِيٌّ حَمِيمٌ. وَمَا يُلَقَّاهَا إِلَّا الَّذِينَ صَبَرُوا وَمَا يُلَقَّاهَا إِلَّا ذُو حَظٍّ عَظِيمٍ".**	**CC7.1:** Identify words or sentences in context appropriately **CC7.4:** Identify underlying themes, implications and issues when listening
	B10.1.1.1.3. Demonstrate an understanding of various regional dialects of the Arab world and distinguish the difference between the spoken dialogues. **Exemplars:** 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.	**CC7.1:** Identify words or sentences in context appropriately **CG5.3:** Develop and express respect, recognition and appreciation of others' cultures

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Content Standard	Indicators and Exemplars	Core Competencies
	B10.1.1.1.4. Demonstrate understanding and appreciation of the similarities and differences of idiomatic expressions. **Exemplars:** Study the two groups of sentences and tell which ones are idiomatic expressions and which ones are proverbs. أ هَذِه البِنْتُ طَوِيلَة لِسَان طَار عَقْله بِسببالمصائب اِنْقَلَب سَعِيْدٌ رَأسا عَلَى عَقِب بَعْد الزَّوَاج. ب إِذَا الشَّعْبُ يَوْمًا أَرَادَ الحَيَاةَ فَلَا بُدَّ أَنْ يَسْتَجِيبَ القَدَرُ إِذَا غَامَرْتَ فِي شَرَفٍ مرومٍ فَلَا تقْنَعْ بِمَا دُونَ النجوم أَسْمَعُ جَعْجَعَةً وَلَا أَرَى طِحْنًا	**CC7.1:** Identify words or sentences in context appropriately
	B10.1.1.1.5. Demonstrate an understanding and appreciation of the auditory similarities and differences of proverbs and wise sayings. **Exemplars:** Study the two groups of sentences and tell which one are wise sayings and which ones are proverbs. (1) إِنَّ أَخَاكَ مَنْ وَاسَاكَ رَجَعَ بِخُفَّيْ حُنَين مَم طلبَ العلى سَهَرَ الليالي (2) على قدر أهل العزم تأتي العزائم وتأتي على قدر الكرام المكارم لا تنه عن خلق وتأتي مثله عار عليك إذا فعلت عظيم إذا كنت في كل الأمور معاتباً صديقك لم تلق الذي تعاتبه	**CC7.1:** Identify words or sentences in context appropriately **CP5.1** Ability to combine information and ideas from several sources to reach a conclusion

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STRAND: B10.1 LISTENING

SUB-STRAND: B10.1.2 LISTENING COMPREHENSION AND PARTICIPATION

Content Standard	Indicators and Exemplars	Core Competencies
B10.1.2.1. Identify the different varieties of literary text read in class.	**B10.1.2.1.1.** Demonstrate an understanding of the distinction between an informational text and a narrative text. **Exemplars:** Identify the type of a given reading text by answering the following: - 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 their point? - Which text structure(s) does the author use to help organise the information? - Why does the author choose to use a particular text structure? How does it assist in getting the author's point across?	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC7.1:** Identify words or sentences in context appropriately **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	B10.1.2.1.2. Identify the characteristics and elements of a narration in a given text. **Exemplars:** Identify a given reading text by answering the following: - Does the text tell a story? - Does the main character or person in the text face a problem? Do they try to resolve the problem? - Is there a beginning, middle, and end?	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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<table>
<tr><th>Content Standard</th><th>Indicators and Exemplars</th><th>Core Competencies</th></tr>
<tr><td></td><td>B10.1.2.1.3 Demonstrate the ability to analyse the roles that characters play in a plot to understand the important stages of plot development.

Exemplars:
Give an idea about the plot of the story you are reading by answering the following:
- 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?
– ما هي الأفكار الرئيسية في القصة؟ من هو بطل القصة؟ ما هي أهم حادثة القصة؟</td><td>CP5.9: Identify and explain a confusion, uncertainty or a contradiction surrounding an event</td></tr>
<tr><td>B10.1.2.2 Show listening skills in discussions of texts with basic literary features.</td><td>B10.1.2.2.1. Demonstrate ability toidentify the poetic elements and explain their literary functions.

Exemplars:
1. Name the traditional poetic themes after listening to 10 lines, and identify the poet.
<table><tr><td>وَتأتِي علَى قَدْرِ الكِرامِ المكارمُ</td><td>عَلى قَدْرِ أهْلِ العَزْمِ تأتِي العَزائِمُ</td></tr><tr><td>وَتَصْغُرُ في عَينِ العَظيمِ العَظائِمُ</td><td>وَتعْظُمُ في عَينِ الصّغيرِ صغارُها</td></tr></table></td><td>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)

CC7.1: Identify words or sentences in context appropriately

CP5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation</td></tr>
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STRAND: B10.2 SPEAKING

SUB-STRAND: B10.2.1 EVERYDAY ORAL COMMUNICATION

Content Standard	Indicators and Exemplars	Core Competencies
B10.2.1.1 Demonstrate proficiency in speaking media language.	**B10.2.1.1.1.** Show the ability to use appropriate language in a formal text. **Exemplars:** 1. Give the appropriate examples of formal language in terms of the following: Voice, Interjections, Personal pronoun, Tone. • كيف تفعلُ هذا! يا لك من رجل! **أمثلة:** يا فاعلَ الخير أقبل … طرقت الباب حتى كَلّ مثْنى* * فلما كل متنى كلمتنـي 2. Give 10 sentences in various formal contexts. هنيئا لكم على النجاح، سعيد بمعرفتكم، وجدتُ قبولا في جامعة غانا، أدرس العربية بجامعة التربية وينبا، سأسافر إلى تركيا للدراسة، حصلت على القبول بجامعة كامبردج (Cambridge)…	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP), Personal development and Leardership (PL)** **CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B10.2.1.1.2. Show communicative competence in using appropriate expressions for counting and naming currencies. **Exemplars:** 1. Give names of national and international currencies: **العملة** أتعرف اسم عملة بريطانيا؟ نعم اسمها الجنيه الاسترليني وكيف تكيف تُسمى عملة غانا يا أحمد؟ تكتب تُسمى: السيدي الغاني. وتُسمى عملة أمريكا دولارا. وتسمى عملةُ الاتحاد الأوروبيالأورو. وتسمى عملة الكويت الدينار. 2. Tell the quantity of items and count to up 500. واحد – اثنان – ثلاثة – أربعة – خمسة – كتاب واحد – كتابان – ثلاثة كتب 3. Count an amount of money and name currencies عشرون سيدي – ودفعت خمسين سيدي – و أخذت خمسة عشر دولارا	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech

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Content Standard	Indicators and Exemplars	Core Competencies
	B10.2.1.1.3. Demonstrate skills in using some culturally specific gestures on special occasions. **Exemplars:** 1. Use the following vocabulary to express condolences to the bereaved: أحسن الله عزاءك وغفر لميتك إِنَّ لِلَّهِ مَا أَخَذَ ، وَلَهُ مَا أَعْطَى ، وَكُلٌّ عِنْدَهُ بِأَجَلٍ مُسَمًّى ، فَلْتَصْبِرْ وَلْتَحْتَسِبْ عَظَّم الله أجرك ، وأحسن عزاءك ، وغفر لميتك ، وألهمك صبراً ، وأجزل لنا ولك بالصبر أجرا. 3. Use the following vocabulary for consolation in times of misfortune. إنا لله وإنا إليه راجعون . اللهم أجرنا في مصيبتنا،واخلُف لنا خيرا منها.	**CC7.1:** Identify words or sentences in context appropriately **PL5.3:** Recognise one's emotional state and preparedness to apply emotional intelligence
	B10.2.1.1.4. Show mastery of appropriate speech act and diction in communicating about food, health, sports, entertainment. **Exemplars:** 1. Use the appropriate expressions to talk about food and health. الغذاء الصحي هو الغذاء المتكامل الذي تكون مكوناته المجموعات الغذائية الستة اللازمة لبناء الجسم، ووقايته من الأمراض وزيادة قوته ونشاطه، ومواصلة عيشه واستمراره في الحياة. 2. Use the following expressions to talk about sports and entertainment. ممارسة الرياضة باستمرار، المشاركة في الأنشطة الرياضية، للرياضة فوائد كثيرة، رحلة ترفيهية، الترفيه عن النفس.	**CC8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes **CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
B10.2.1.2 Demonstrate good arguments in debates on any local issues.	**B10.2.1.2.1.** Demonstrate the ability to employ various conversation strategies such as interrogative statement, surprise and wonder to advance an argument. **Exemplars:** 1. Pick a topic of your choice and use the following strategies to make a point and advance it. – Speak slowly and clearly تحدثْ 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 أحكِ قصة قصيرة مع التعبير عن وجهة نظرك فيها.	**Communication and Collaboration (CC),** **CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CC8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes
	B10.2.1.2.2 Show the ability to select and manipulate communicative strategies to achieve specific communication goals. **Exemplars:** 1. Give ten 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.	**CC7.1:** Identify words or sentences in context appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
B10.2.1.3. Demonstrate oral proficiency to talk about celebrations and festivals.	**B10.2.1.3.1.** Show acquisition of sufficient vocabulary to orally give a short presentation about Ghanaian independence celebration. **Exemplars:** Use the following phrases associated with Ghanaian independence celebration to talk about it or take part in a discussion. الاحتلال البريطاني، نالت غانا استقلالها عام 1957م، التحرر واستعادة الحرية، تغيير اسم ساحل الذهب إلى غانا، الاحتفال بعيد الاستقلال، حب الوطن....	**Communication and Collaboration (CC), Cultural identity and Global citizenship (CG),** **CC7.1:** Identify words or sentences in context appropriately **CG6.4:** Exhibit a sense of nationality and global identity

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STRAND: B10.2 SPEAKING

SUB-STRAND: B10.2.2 ORACY AND AESTHETICS

Content Standard	Indicators and Exemplars	Core Competencies
B10.2.2.1 Display creativity in story telling using simple literary devices.	**B10.2.2.1.1.** Recite a simple classical poem of 30 lines from memory, at a reasonable speed with audibly clear voice. **Exemplars:** 1. Recite ten verses of a poem by Zuhayr ibn Abī Sulmā beginning with the following line: سَئِمْتُ تَكاليفَ الحَياةِ وَمَن يَعِش ثَمانينَ حَولاً لا أَبا لَكَ يَسْأَمِ 2. Recite ten verses of a poem by 'Antarah ibn Shaddād al-'Absī beginning with the following line: هلاّ سأَلْتِ الخَيْلَ يَا ابْنَةَ مَالِكٍ إِنْ كُنْتِ جَاهِلَةً بِما لَمْ تَعْلَمِي	**Communication and Collaboration (CC), Creativity and Innovation (CI),** **CI6.1:** Exhibit strong memory, intuitive thinking and respond appropriately
	B10.2.2.1.2 Demonstrate the ability to remember a classical story and reproduce a summarised rendition in your own words. **Exemplars:** 1. Narrate the classical story behind the following proverb: رَجَعَ بِخُفَّيْ حُنَين. 2. Narrate the classical story behind the following proverb: أَسْمَعُ جَعْجَعَةً وَلَا أَرَى طِحْنًا	**CI6.1:** Exhibit strong memory, intuitive thinking and respond appropriately

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Content Standard	Indicators and Exemplars	Core Competencies
	B10.2.2.1.3 Show proficiency in expressing own ideas in a creative narration of a personal experience. **Exemplars:** Proficiently express in a creative narration, a personal experience you will never forget. يوم لا أنساه في حياتي، كان يوما فريدا في حياتي، يوم ما أسعدَه!	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech

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STRAND: B10.2 SPEAKING

SUB-STRAND: B10.2.3 GRAMMAR

Content Standard	Indicators and Exemplars	Core Competencies
B10.2.3.1 Speaking Good Arabic: Grammar Unit: Syntax of Arabic (Simple Sentence Structure)	**B10.2.3.1.1** Demonstrate knowledge of types of sentences in personal interactions showing and appropriately using Particles/Pronouns. **Exemplars:** Extract from the passage below the following: - All nominal sentence and their components. - All verbal sentences and their components. - All particles - All pronouns استخرجْ من النص الآتي: الجمل الاسمية، الجمل الفعلية، الحروف والضمائر.	**Communication and Collaboration (CC),** **CC7.1:** Identify words or sentences in context appropriately

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STRAND: B10.3 READING

SUB-STRAND: B10.3.1 PHONOLOGICAL AWARENESS / ORAL READING FLUENCY

Content Standard	Indicators and Exemplars	Core Competencies
B10.3.1.1 Demonstratereading skills of a moderately complex text at a reasonable speed about diseases, their causes and preventions.	**B10.3.1.1.1.** Show fluency and correct reading of complex lexical compositions. **Exemplars:** Pronounce the following long Arabic words repeatedly and fluently: فأسقيناكموه – المستصغرون – فسيكفيكهم – فاستضعفناها – فاستنسخناها Read the following rhythmic combination of complex sounds at a reasonable speed. صوت صفير البلبل *** هيج قلبي الثمل وأنت يا سيد لي *** وسيدي ومولى لي فكم فكم تيمني *** غزيل عقيقلي فقال لالالالا *** وقد غدا مهرول والخوذ مالت طرباً *** من فعل هذا الرجل فولولت وولولت *** ولي ولي ياويل لي فقلت لا تولولي *** وبيني اللؤلؤ لي	**Communication and Collaboration (CC),** **CC8.5:** Vary the level of detail and the language use when presenting to make it appropriate to the audience

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Content Standard	Indicators and Exemplars	Core Competencies
	B10.3.1.1.2. Demonstrate artistic reading skills by repeating a lyrical text that is of musical nature. **Exemplars:** 1. Read some Qur'anic verses to apply the following recitation rules: – mufakh'kham التفجيم – qalqalahالقلقلة – Maddulasleeالمد الأصلي – Izhaarالإظهار – (qalb (iqlaab الإقلاب – Ikhfaالاخفاء 2. Try your voice on any known authentic Arabic song, and sing to the class. رقت عيناي شوقا وبطيبه زرفت عشقا فأتيت إلى حبيبي فاهدأ يا قلبُ ورفقا صلي على محمد السلام عليك يا رسول الله السلام عليك يا حبيبي يا نبي الله	**CC8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes **CC8.5:** Vary the level of detail and the language use when presenting to make it appropriate to the audience

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STRAND: B10.3 READING

SUB-STRAND: B10.3.2 READING COMPREHENSION

Content Standard	Indicators and Exemplars	Core Competencies
B10.3.2.1 Demonstrate the ability to read a moderately complex text at a reasonable speed about religious festivals and celebrations.	**B10.3.2.1.1.** Demonstrate an understanding and respond to key ideas from written passages of considerable length. **Exemplars:** 1. List what you already know about the topic.صنلا نع اقبسم هفرعت ام ديدحت 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 دفترك.	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	B10.3.2.1.2. Demonstrate active contributions to group reading to develop comprehension skills. **Exemplars:** Identify any of the following structure of a text as a contribution to an after-reading discussion: - Characters: The people or animals in a story.صنلا تايصخش ددح - Setting: The time and place, or when and where, a story happens. حدد زمن الحوادث في القصة وأهم الحوادث فيها.	**CC9.1:** Demonstrate behaviour and skills of working towards group goals

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STRAND: B10.3 READING

SUB-STRAND: B10.3.3 GRAMMAR

Content Standard	Indicators and Exemplars	Core Competencies
B10.3.3.1 Speaking Good Arabic: Grammar Unit: Doing words (Particles/ Sentence type)	**B10.3.3.1.1.** Demonstrate knowledge of types of sentences in reading a semi vowelised script showing Particles/Pronouns. **Exemplars:** Extract from the passage below the following: – All nominal sentence and their components: الجملة الاسمية وأجزائها – All verbal sentences and their components: الجملة الفعلية وأجزائها – All particlesجميع الحروف – All pronounsجميع الضمائر سألَ المعلمُ عبدَاللهِ: هلْ الطلابُحاضرون في الفصل، قال: نعم حضرَ البعض والآخرون غائبُون، حامدٌ عندَ المديرِ، وإسحاق في المرحاض.	**Creativity and Innovation (CI)** **CI5.5:** Ability to try alternatives and approaches

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STRAND: B10.3 READING

SUB-STRAND: B10.3.4 CRITICAL READING

Content Standard	Indicators and Exemplars	Core Competencies
B10.3.4.1 Demonstrate ability to critically analyse a literary text in order to enhance understanding and for aesthetic purpose.	**B10.3.4.1.1.** Demonstrate the ability to distinguish between the literal meaning and the figurative meaning, as well as between abstract notions and concrete notions within a text. **Exemplars:** Examine the reading text and extract from it the following: – Concrete words كلمات ذات دلالات حسية – Abstract words كلمات ذات دلالات مجردة – Literal meaning of a word كلمات لها دلالات حرفية – Figurative meaning of a word كلمات لها دلالات مجازية	**Critical thinking and Problem solving (CP)** **CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation
	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. **Exemplars:** Note the following particulars about a character as part of a process of analysing a given story: - List and describe all of the character's physical and mental attributes. - Describe and analyse 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. – حدد جميع الشخصيات الموجودة في القصة ، – تحدث عن خلفية الشخصيات في القصة – تحدث عن مراحل الأدوار التي لعبها شخصية القصة	**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B10.3.4.1.3. Exhibit critical thinking skills in identifying and analysing the social, historical, and cultural context of a work and its author. **Exemplars:** Write down the following in your analysis of a story: - 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. ةصقلا يف ةيسيئرلا ةيصخشلا ام تحدث باختصار عن حكاية القصة حدد السياق الزمني والمكاني الذين وردت فيهما القصة. تحدث عن الملابسات الاجتماعية والسياسية السائدة في زمن القصة	**CP5.1** Ability to combine information and ideas from several sources to reach a conclusion

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STRAND: B10.4 WRITING

SUB-STRAND: B10.4.1 WRITING AND CALLIGRAPHY (AL-KHATT)

Content Standard	Indicators and Exemplars	Core Competencies
B10.4.1.1 Demonstrate writing skills of the various Arabic writing styles and script formats.	**B10.4.1.1.1**. Demonstrate awareness of the rules about letters that appear in Arabic text but lose their audio manifestation (i.e they are not sounded). **Exemplars:** 1. State the rules that explain the condition under which a selected letter remains silent : – الأَلِفُ بَعْدَ وَاوِ الْجَمَاعَةِ نحو: قَالُوا، لَمْ يَقُولُوا، قُولُوا. – الأَلِفُ في كلمة «مِائَة". – الألف في كلمة (أنا) ، لَكِنَّها تُقْرَأُ عِنْدَ الْوَقْفِ في تِلاوَةِ القرآنِ الكريمَ. – الواو في أَولَئِكَ، أُولُو، أُولاتُ. – الواو في "عمْرو" وتُحْذَفُ هذه الواو إذا كان هذا الاسم مَنْصُوباً مُنَوَّناً، نحو: رَأَيْتُ عَمْراً.	**Critical thinking and Problem solving (CP)** **CP6.7:** Implement strategies with accuracy
	B9.4.1.1.2. Demonstrate awareness of the rules about sounds that are pronounced and yet do not have textual representations. **Exemplars:** 1. State the rules that explain the condition under which a selected sound is pronounced without a written symbol: الأَلِفُ في لفظ الجلالة « الله « وفي كلمة إِله، السَّموات، أُولئِكَ، إِسْحق، ، الرَّحْمن. الأَلِفُ الذي يأتي بَعْدَ هَاءِ التَّنْبِيهِ مثل: هَذَا، هَذِهِ، هَؤُلاءِ، هَكَذَا، هأناذا الألف في « ذَلِكَ ". اللاَّم في " الَّذِي، الَّذِينَ، الَّتِي " بِخَلافِ " اللَّذَانِ، اللَّتَانِ، اللاَّتِي، اللَّوَاتِي ".	**CP6.7:** Implement strategies with accuracy

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STRAND: B10.4 WRITING

SUB-STRAND: B10.4.2 COMPOSITION

Content Standard	Indicators and Exemplars	Core Competencies
B10.4.2.1 Demonstrate knowledge of writing styles, diction and appropriate registers for different Arabic text types.	**B10.4.2.1.1.** Show writing skill in simple compositions, including a dialogue, formal and informal essays. **Exemplars:** 1. Pick a topic and write a 200-word informal essay taking into consideration the following factors: Context, Sentences, Language, Voice, Interjections, Personal pronoun, Tone.	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech
	B10.4.2.1.2 Demonstrate the ability to recognise and write informal and formal correspondence. **Exemplars:** 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 التهنئة 2. Write a letter to your parents informing them about your experiences in the school and asking for additional funding for your upkeep.	**CC8.2:** Explain ideas in a clear order detail using correct structure of speech. **CP6.7:** Implement strategies with accuracy

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Content Standard	Indicators and Exemplars	Core Competencies
	B10.4.2.2.4. Demonstrate the ability to recognise formal texts and informal correspondence. **Exemplars:** 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 vacant position in the company.	**CC7.1:** Identify words or sentences in context appropriately

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STRAND: B10.4 WRITING

SUB-STRAND: B10.4.3 CREATIVE WRITING

Content Standard	Indicators and Exemplars	Core Competencies
B10.4.3.1 Demonstrate appreciation of literary texts related to aspects of language structure and themes.	**B10.4.3.1.1**. Show preliminary writing skills in a targeted text format, including prose, poetry and drama.	**Communication and Collaboration (CC), Creativity and Innovation (CI), Critical thinking and Problem solving (CP)**
	Exemplars: Demonstrate a writing skill in writing effective essays of various types to a reader. 1. Write a narrative essay on an incident or a story you witnessed. 2. Write a descriptive essay about a place, an object, an event. 1. حينما كنتُ في طريقي إلى المدرسة يوم الاثنين الماضيحدث شيئ غريب وعجيب في محطة الحافلات... 2. أثناء زيارتنا إلى منتزه شلالات «كِنتنبو» (Kintampo) رأينا منظرا جميلا وممتعا.....	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CP6.7:** Implement strategies with accuracy
	B10.4.3.1.2. Show writing skills in a targeted text formats, including prose, poetry and drama. **Exemplars:** Demonstrate a writing skill in writing effective essays of various types to a reader. 1. Write an expository essay based on facts, statistics, examples etc. – تحدث عن أسباب تدنّ مستوى التلاميذ في الرياضيات والعلوم.	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CP5.8** Identify and prove misconceptions about a generalised concept or fact specific to a task or situation

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Content Standard	Indicators and Exemplars	Core Competencies
	B10.4.3.1.3. Show good skills in the planning, drafting, editing and revision of an essay. **Exemplars:** 1. Show how to generate ideas for a planned essay, through the following: - How does the topic relate to the area you are already familiar with? - What does each key word in the topic mean? 2. Give the general outline or structure of an essay by writing ten sentences comprising of the following: – The Introduction المقدمة – The main body المضمون – The conclusionالخاتمة	**CI5.7:** Putting forward constructive comments, ideas, explanations and new ways of doing things

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Content Standard	Indicators and Exemplars	Core Competencies
	B10.4.3.1.4 Demonstrate the ability to select quotations that are relevant to an idea, and incorporate them in a simple written prose. **Exemplars:** 1. Write an essayto incorporate five of the following quotations: – عصفور باليد خير من عشرة على الشجرة – اتق شر من أحسنت إليه – لا تؤجل عمل اليوم إلى الغد – خير الكلام ما قل ودلّ – في الاتحاد قوة – ما خاب من استشار. 2. Expand the following text by adding ten more benefits of work. **فوائد العمل في حياة الإنسان** إنّ العمل من أهمّ الأشياء الايجابيّة في حياة الإنسان والتي تُحقّق له العديدَ من الفوائد، ومنها: المساهمة في الحصول على المال من أجل تحقيق المصالح الشخصيّة للإنسان. –المساهمة في تقليل التأثيرات السلبيّة النّاتجة عن البطالة في المجتمع. –المساعدة في بناء الشخصيّة، والاندماج مع المجتمع، وتأسيس علاقات مع الأفراد الآخرين	**CC8.2:** Explain ideas in a clear order with relevant detail, using correct structure of speech **CC7.1:** Identify words or sentences in context appropriately

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APPENDICES

APPENDIX 1: CORE COMPETENCIES AND SUBSKILLS OF THE COMMON CORE PROGRAMME (CCP)

1. COMMUNICATION AN COLLABORATION (CC)

B7-B10		
CC7: LISTENING	**CC8: PRESENTING**	**CC9: TEAMWORK**
CC7.1: Identify words or sentences in context appropriately	**CC8.1**: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group	**CC9.1**: Demonstrate behaviour and skills of working towards group goals
CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures	**CC8.2**: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech	**CC9.2**: Understand and use interpersonal skills
CC7.3: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication	**CC8.3**: Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes	**CC9.3**: Understand roles during group activities
CC7.4: Identify underlying themes, implications and issues when listening	**CC8.4**: Anticipate different responses from the audience and plan for them	**CC9.4**: Help group work on relevant activities
CC7.5: Identify and analyse different points of views of speaker	**CC8.5**: Vary the level of detail and the language used when presenting to make it appropriate to the audience	**CC9.5**: Appreciate the importance of including all team members in discussions and actively encourage contributions from them
		CC9.6: Ability to work with all group members to complete a task successfully
		CC9.7: Effectively perform multiple roles within the group

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B7-B10		
		CC9.8: Demonstrate an awareness of the wider team dynamics and work to minimise conflicts in the team

2. CRITICAL THINKING AND PROBLEM SOLVING (CP)

B7-B10	
CP5: CRITICAL THINKING	**CP6: PROBLEM SOLVING**
CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion	**CP 6.1:** Ability to effectively define goals towards solving a problem
CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument	**CP 6.2:** Ability to explain plans for attaining goals
CP 5.3: Create simple logic trees to think through problems	**CP 6.3:** Identify important and appropriate alternatives
CP 5.4: Generate hypothesis to help answer complex problems	**CP 6.4:** Ability to identify important and appropriate criteria and use them to evaluate available alternatives
CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem	**CP 6.5:** Ability to select alternative (s) that adequately meet selected criteria
CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation	**CP 6.6:** Preparedness to recognise and explain results after implementation of plans
CP 5.7: Provide new insight into controversial situation or task	**CP 6.7:** Implement strategies with accuracy
CP 5.8: Identify and prove misconceptions about a generalised concept or fact specific to a task or situation	
CP 5.9: Identify and explain a confusion, uncertainty, or a contradiction surrounding an event	

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B7-B10	
CP 5.10: Develop and defend a logical plausible resolution to a confusion, uncertainty or contradiction surrounding an event	

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3. PERSONAL DEVELOPMENT AND LEADERSHIP (PL)

B7-B10	
PL5: PERSONAL DEVELOPMENT	**PL6: LEADERSHIP**
PL5.1: Understandingoneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations	**PL6.1:** Ability to serve group members effectively
PL5.2: Demonstrate a sense of belongingness to a group	**PL6.2:** Division of tasks into solvable units and assigning group members to task units
PL5.3: Recognise one's emotional state and their preparedness to apply emotional intelligence	**PL6.3:** Ability to manage time effectively
PL5.4: Ability to understand one's personality traits	**PL6.4:** Ability to manage and resolve conflicts
PL5.5: Desire to accept one's true self and overcome weaknesses	**PL6.5:** Ability to monitor team members to ascertain progress
PL5.6: Ability to set and maintain personal standards and values	**PL6.6:** Ability to mentor peers
	PL6.7: Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others
	PL6.8: Actively assist group identify changes or modifications necessary in the group activities and work towards carrying out those changes

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4. CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)

B7-B10	
CG5: CULTURAL IDENTITY	**CG6: GLOBAL CITIZENSHIP**
CG5.1: Show a strong sense of belongingness to one's culture	**CG6.1:** Understanding of influences of globalisation on traditions, languages and cultures
CG5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms	**CG6.2:** Recognise resistance to global practices that are inimical to our culture
CG5.3: Develop and express respect, recognition and appreciation of others' cultures	**CG6.3:** Know the global discourse about the roles of males and females
CG5.4: Develop and exhibit a sense of cultural identity	**CG6.4:** Exhibit a sense of nationality and global identity
CG5.5: Adjust to the demands of customs, traditions, values and attitudes of society	

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5. CREATIVITY AND INNOVATION (CI)

B7-B10	
CI5: KNOWLEDGE, UNDERSTANDING, SKILLS AND STRATEGIES	**CI6: REFLECTION AND EVALUATION**
CI 5.1: Examine alternatives in creating new things	**CI 6.1:** Exhibit strong memory, intuitive thinking, and respond appropriately
CI 5.2: Ability to merge simple/complex ideas to create novel situations or things	**CI 6.2:** Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used
CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable	**CI 6.3:** Ability to select the most effective creative tools for work, and give reasons for the choice
CI 5.4: Ability to visualise alternatives, see possibilities, and identify problems and challenges	**CI 6.4:** Imagining and seeing things in a different way
CI 5.5: Ability to try new alternatives and different approaches	**CI 6.5:** Anticipate and overcome difficulties relating totaking initiatives
CI 5.6: Understand and use analogies and metaphors	**CI 6.6:** Being open-minded, adapting and modifying ideas to achieve creative results
CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things	**CI 6.7:** Look and think about things differently and from different perspectives
	CI 6.8: Recognise and generalise information and experience; search for trends and patterns
	CI 6.9: Interpret and apply learning in new contexts
	CI 6.10: Reflect on work and explore the thinking behind thoughts and processes

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6. DIGITAL LITERACY (DL)

B7-B10	
DL5: PHOTO-VISUAL AND INFORMATION LITERACY	**DL6: SOCIO-EMOTIONAL AND REPRODUCTION LITERACY**
DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem	**DL 6.1:** Understand the sociological and emotional aspects of cyberspace
DL5.2: Ability to recognise and avoid traps in cyberspace	**DL 6.2:** Create a meaningful and original piece of work, or its interpretation by integrating existing information
DL5.3: Ability to find and utilise digital content	**DL6.3:** Use digital tools to create novel things
DL5.4: Ability to construct knowledge from a non-linear hyper-textual navigation	**DL6.4:** Adhere to behavioural protocols that prevail in cyberspace
DL5.5: Evaluate the quality and validity of information	**DL6.5:** Recognition of societal issues emanating from the use of digital technologies
DL5.6: Preparedness to make better decisions using available information	**DL6.6:** Knowledge and recognition of ethical use of information

Please note these inclusivity issues

The core competencies outlined in this document must be assessed taking into consideration learners with special needs (physical disabilities, learning disabilities, etc.). Consider the use of realia for visual and visually challenged learners.

A system of creating alternatives for tasks must also be adopted.

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ARABIC SUBJECT PANEL MEMBERS AND REVIEWERS

	NAME	INSTITUTION
WRITING PANEL	Dr. Abbas Umar Mohammed (Panel Lead)	University of Ghana-Legon
	Dr. Abdullah Musah Abdullah	Ghana Institute of Languages, Accra
	Dr. Murtada Mahmoud Muaz	University of Education, Winneba (Kumasi Campus)
	Abdullah Yussif	Al-Basar SHS, Accra
REVIEWERS	Cambridge International	
	Dr. Mohammed Hafiz	University of Ghana, Legon
	Iddris Mohammed	Al F Aruq College of Education
	Boudour Obed	Al-Rayan International School

SUPERVISORS AND COORDINATING TEAM

	NAME	INSTITUTION
SUPERVISORS	Dr. Prince H. Armah	Director-General (Ag.), NaCCA
	Prof. Kwame Osei Kwarteng	Council Chairman, NaCCA
COORDINATING TEAM	Mr. Johnson Boakye Yiadom	NaCCA/EDT
	Mr. John Mensah Anang	NaCCA
	Mr. Cosmos Eminah	NaCCA
	Mrs. Wilma S. Titus-Glover	NaCCA
GRAPHIC DESIGNER	Eugene Offei Tettey	NaCCA

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