


State of Kuwait



KUWAIT NATIONAL CURRICULUM
Intermediate Education

Curriculum and Standards
Islamic Education

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Committee for Developing the Curriculum and Standards for Islamic Education:

No.	Name	Job Title	Institution	Position in the Committee
1	Dr. Ayda Abdulkareem Al-Aidan	Professor - College of Basic Education	The Public Authority for Applied Education & Training	Head
2	Ms.Ebtihal Ebraheem Al-Nafjan	Technical Supervisor-Farwaniya Educational District	Ministry of Education	Member
3	Ms.Fudhah Metlaa Al-Qahtani	Technical Supervisor-Mubarak Al-Kabeer Educational District	Ministry of Education	Member
4	Ms.Ablah Abdalmalk Mohammed Abdulmalek	Technical Supervisor-Mubarak Al-Kabeer Educational District	Ministry of Education	Member
5	Dr. Saad Soud Alotaibi	Head of Department-Curriculum Development Department	Ministry of Education	Member
6	Mr.Salem Yosof Al-Hesenan	Head of Department- Abdullah Aljarallah Intermediate School- Capital Educational District	Ministry of Education	Member
7	Ms.Munera Saif Al-Otaibi	Head of Department- Nafeesa Bent Al-Hassan School-Mubarak Al-Kabeer District	Ministry of Education	Member
8	Mr.Ebraheem Abdulaziz Al-Anzi	Teacher- Abdullah Aljarallah Intermediate School- Capital Educational District	Ministry of Education	Member
9	Ms.Fatma Mohammad Al Mulify	Teacher- Mishref High School-Hawalli Educational District	Ministry of Education	Member
10	Mr.Saad Abdullah Abdulaziz	Teacher- Jaber Almubarak Alsabah” Secondary School-Capital Educational District	Ministry of Education	Member
11	Mr.Ayoub Ahmad Mahmoud	Teacher- Naser Abdulmohsin Alsaeed Secondary School-Hawalli Educational district	Ministry of Education	Member



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As a special additional message to teachers, the present document aims at giving support to enable reflection on the current curriculum provision, explaining how the new system of Curriculum and Standards can support improvement of learners’ outcomes and their international competitiveness, based on national and local school priorities. The new Curriculum and Standards for Intermediate Education is also meant to guide discussions with classmates and stimulate individual thinking. Such reflection can offer tangible support for improving everyday classroom practices and assure better learning for our students.

This Curriculum and Standards document for Islamic Education is structured in three parts:

- The first presents the essential features of Intermediate Education in the new Kuwait National Curriculum.
- The second introduces the new curriculum for Islamic Education – Grades 6 to 9.
- The third part offers general suggestions to teachers and school principals for implementing the curriculum. Individual teachers, or teachers groups, supervisors, and curriculum developers are encouraged to develop and extend these suggestions to meet students’ individual needs and potential abilities.

Foreword



The Curriculum for Islamic Education in Intermediate Education (Grades 6 through 9) is an integral part of the overall Kuwait National Curriculum. On the one hand, it describes the system of learning experiences which Islamic Education offers to students in their intermediate schooling. on the other hand, the document highlights the ways in which Islamic Education is connected to the other subjects of the National Curriculum contributing, altogether, to the full development and personal growth of students to the level of achievement established in the National Curriculum by the end of Intermediate Education, i.e. by the end of Grade 9.

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

The Curriculum and Standards document for each subject curricula is based on, and starts from the basic curriculum statements (vision, mission, philosophy, and principles) of the Kuwait National Curriculum Framework. These have been carefully developed to underpin and drive the whole process of curriculum design and implementation. Based on those Statements we aim for our learners to become:

- Respectful individuals who assume the values of the Kuwaiti society and act accordingly
- Pro-active personalities who are devoted and eager to contribute to the development of their community
- Diligent learners who enjoy learning, make progress, and achieve good results
- Responsible citizens who make a positive contribution to their society.

The basic curriculum statements and aims are detailed in eight key competences our students are supposed to gradually achieve from grades 1 to 12. The diagram below emphasizes the main aspects that trigger the development of a competent citizen of the Kuwaiti society during their school years.



Part I

Curriculum and Standards for Intermediate Education (Grades 6 to 9)

1. Curriculum and Standards for Intermediate Education: A component of the Kuwait National Curriculum.

1.1. Kuwait National Curriculum

The Curriculum for Intermediate Education, defined as the overall system of the subject curricula and standards for Grades 6 to 9, is an essential part of the Kuwait National Curriculum.

The Kuwait National Curriculum covers the system of learning experiences offered to students through all subjects in terms of knowledge, skills and attitudes/values, i.e., competences, standardized from Early Childhood Education to Grade 12 by relevant educational institutions. Thus, the Kuwait National Curriculum defines, by necessity, what students should know, be able to do, and how they are expected to express their attitudes as values-oriented human beings based on the result of their learning process.

1.2. Kuwait National Curriculum Framework

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

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

- conceptual foundations;
- key curriculum statements defining the vision, mission, basic principles and the philosophy of the new curriculum;
- the way in which the curriculum is organized in a Teaching Plan and, in this context, its underlying subjects or fields of knowledge from Primary, through Intermediate, to Secondary Education.



A. Conceptual foundations

The new Kuwait National Curriculum is conceptually a competence- and standards-based curriculum that aims at gradually developing students with a coherent system of competences.

The Kuwait National Curriculum Framework and the ‘subject curricula’ include:

- (a) Key competences – these are non-subject-specific, integrated competences meant to be achieved by students at the end of Grade 12.
- (b) General competences – these are subject-specific competences meant to be achieved by students at the end of Grade 12 or by the terminal grade when a subject is studied; and
- (c) Specific competences – these are subject-specific competences that are defined grade by grade and are meant to be achieved at the end of the year of study (See Annex 1 for their definitions; see Annex 3 for the list of key competences).

In order to cover the scope and depth of the curriculum, the specific competences are developed based on the following dimensions, which have been called ranges:

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

These ranges orient the dominant focus of each specific competence. Because the curriculum document is a synthetic one, to avoid redundancy, not all the ranges are necessarily included in each general competence.

Each subject curriculum is built bearing in mind:

- Curriculum standards that express the expected level of achievement of the specific competences by the end of each grade; and
- Performance standards that express the expected level of achievement of the general competences by the end of Grades 5, 9 and 12 (see Annex 2 for their definition).



B. Key curriculum statements

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

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

The role of the Curriculum Statements is to “lead” the whole curriculum in terms of processes and products, including the subject curricula and standards. The statements determine, in a concrete way, the What?, Why?, and How?, based on what rationale, in what order and for what benefits children and students learn within their Kuwaiti education.

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

1.3. Subject curricula

The Subject Curricula and Standards for all stages of education, Intermediate Education included, fully reflect the conceptual foundation and the provision of the Key Curriculum Statements, as defined by the Kuwait National Curriculum Framework. As such, all subject curricula for the Intermediate grades are built on the same overall curriculum vision, mission, educational philosophy, and principles that support students to achieve the key competences by the end of Grade 12. From an operational point of view, the core part of all subject curricula (Part II) is designed to fit into the following structure:

- Rationale;
- General competences developed through the subject during the schooling period;
- Performance Standards to be achieved by the end of Grade 9;
- Scope and Sequence of the curriculum and standards from Grade 6 to Grade 9:
 - Overview of the progression of the specific competences developed through the subject in Grades 6 to 9.
 - For each grade from Grade 6 to Grade 9:
 - General and Specific Competences developed, grade by grade with examples of learning activities and identified curriculum standards;
 - Learning content.



2. Curriculum for Intermediate Education: Specific Features

2.1. Intermediate Education: What is it all about?

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

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

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

As compared to previous phases, Intermediate Education (Grades 6 to 9) offers learners new challenges for their cognitive, physical, personal, social and moral development. Their natural curiosity needs to be stimulated further to make sure that the knowledge, skills, values and attitudes acquired at this level represent a sustainable base for higher levels of education, as well as for their social integration.

One of the main goals at this level is to prepare learners for further secondary studies, yet at the same time it is also envisaged that such education promotes career orientation and supports learners to develop and calibrate their personal interests in learning and in defining their future goals.

During this level, the curriculum is intended to enrich learners' exposure to a broad spectrum of learning experiences, i.e., combining conceptual and practical approaches; abstract thinking and contextualized action to help learners to identify their preferences, and areas of special interest.

Two slightly different Curriculum Stages are typical for the development of learners within the formal structure covered by Intermediate Education. The first curriculum stage, covering Grades 6 and 7, can conventionally be called 'further extensive development and basic orientation', while the second, the so-called 'reinforcement and enhanced orientation' refers to Grades 8 and 9.



The first stage (Grades 6 and 7) aims to deepen knowledge in different learning areas, ensuring the initial foundation for further secondary education and is focused towards career orientation. Learners are exposed to challenges such as:

- Development of abstract knowledge and more complex thinking, i.e., higher-order intellectual skills that are needed to sustain curiosity, inquiry about the World and themselves and problem-solving capacities.
- Nurturing their interests for more in-depth understanding of themselves, others and the natural and technological environment in which they live.
- Developing skills for teamwork and self-evaluation.
- Developing effective communicative skills, including mathematical and scientific specialized codes.
- Expanding the possibilities for verbal and written communication in Arabic, English and any additional language(s).
- Developing knowledge and understanding of the diverse and dynamic nature of society and interactions occurring among cultures, societies and environments.
- Comprehending Islamic ethical rules and values and applying them in daily behavior;
- Developing responsibility with regard to active participation in society and to the preservation of the environment.

The second stage (Grades 8 and 9), while continuing to stress the above aims, orients learners to consider different future schooling and career options. Learners are exposed to challenges such as:

- Using information sources and resources, and critically approaching different data constructions;
- Developing an interest in public life through direct engagement in out-of-school activities;
- Exposing themselves to environmental issues and concerns and real-life topics that may help them consolidate their knowledge and further develop their problem-solving and decision-making skills;
- Familiarizing themselves with different academic and career choices;
- Obtaining practical/vocational training and orientation activities to allow them to clarify their future aspirations;
- Promoting their self-determination and strengthening self-evaluation skills;
- Reinforcing their competences for teamwork and social interactions.

2.2. Statement of student's outcomes at the end of Intermediate Education

The subject curricula and standards for Intermediate Education, including the ICY Curriculum, take into account all the aspects highlighted above, reflecting on them at the level of the general and specific competences they aim to develop with students during the school years.



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

Quranic Studies

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

- Memorize accurately and meaningfully the assigned Quranic chapters.
- Explain the overall meaning of Quranic verses.
- Use Quranic speech style in life with related skills of communication and speech.
Apply Quranic guidelines and values in relation to individuals and groups' rights and responsibilities.

Islamic Education

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

- Foster learners' understanding of the Islamic verdicts and beliefs that are based on evidence from agreed Shariah resources.
- Appreciate worship with mastering different skills and beliefs in its role of correcting the person's behavior.
- Adopt the sound Islamic moderate principles, derived from the Holy Quran and the Biography of Prophet Muhammad (PBUH) and the righteous predecessors, in the individual's behavior and relationships with others.
- Create awareness about the history of Prophet Muhammad (PBUH) and his companions while memorizing some of his sayings and traditions.
- Enhance the spirit of righteous citizenship and pride from belonging to the State of Kuwait and its history while contributing actively towards the nation renaissance;
- Develop the ability of dialogue based on reason and evidence and accept the opinions of others from an Islamic perspective.

Arabic Language

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

- Apply different strategies to understand various oral messages, summarizing ideas and expressing opinions.
- Apply different strategies to understand, interpret various written messages appropriate to their level of comprehension and to their interests, to share their ideas about a text they read.
- Apply different strategies in order to write clear and coherent texts of various types (narration, description, explanation, dialogue, argumentation), adapted for a range of purposes and audiences.
- Structure their talk clearly, adapting it for a range of purposes and audiences, using appropriately nonverbal elements of communication and integrating multimedia and visual displays, as and when needed.
- Participate in various interactions, building on others' ideas and expressing their own clearly, and showing respect to others' opinions.



- Use appropriately the vocabulary and grammar knowledge they acquired in all communicative activities (listening, speaking, reading and writing).
- Evaluate their knowledge, skills and attitudes in using classic Arabic language for oral and written communication.
- Explain the role of having a good command of Arabic language for their future;
- Transfer the communicative skills acquired in Arabic language classes to the study of other school subjects or to real life contexts.
- Use creatively the knowledge and skills from other domains of formal or informal education to enhance their communication competence in Arabic language.

English Language

By the end of Intermediate Education, students who have fully developed their competences in English Language are expected to achieve level B1 as defined in the Common European Framework of Reference of Languages:

- Identify main points and some details of clear standard input on familiar matters regularly encountered in school and leisure.
- Deal with most situations likely to arise whilst travelling in an area where English is spoken;
- Produce simple connected text on topics which are familiar or of personal interest;
- Speak with speed, using language appropriate for the purpose, using different intonation when speaking in a variety of situations.
- Use the vocabulary, structures and grammar of spoken standard English to be able to communicate fluently and accurately and with increasing confidence.
- Make use of appropriate speech acts for example: apologizing, agreeing, disagreeing, requesting, complaining, inviting, offering, suggesting, and giving advice, expressing pleasure or dissatisfaction, to communicate effectively.
- Read a wide variety of fiction and non-fiction texts, such as newspapers, articles, e-mails, letters, stories, brochures and dialogues, with fluency and accuracy.
- Comprehend age-appropriate texts, and infer the meaning of unknown words from the context in order to make simple, reasonable predictions, suggesting a suitable title, or endings to a story.
- Independently use a variety of strategies appropriate at different stages in the writing process i.e.: brainstorming, drafting, revising, editing, publishing or writing out the final product.
- Compose grammatically, semantically and sequentially well-constructed correct sentences/ short texts about their own experiences and familiar topics, such as: hobbies, events, travelling, self, family, personal interests, daily routines, with the help of guide words.

Mathematics

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

- Use a variety of numbers to solve multi-step exercises;



- Recognize, draw and classify 2D and 3D figures according to various criteria;
- Use calculation methods for lengths, areas, and volumes in math and everyday life problems.
- Use appropriately the metric system units, time units and currency units, conversions between multiples and submultiples of the same unit, and appropriate procedures and tools for solving math and everyday-life problems.
- Use equations, functions, polynomials, formulas to translate verbal sentences into mathematical expressions (and vice versa) in order to simplify and clarify problem situations.
- Collect data from observation/ survey on a certain theme, classify them based on simple criteria, and organize and interpret these data meaningfully.
- Use mathematical logic to verbalize approaches in problem posing and problem solving clearly and concisely, in mathematics and real-life contexts.
- Differentiate rigor, precision and approximation in a variety of mathematical and real life contexts.
- Show interest in observing and extrapolating patterns and models based on mathematical methods.

Science

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

- Show conceptual understanding and offer explanations for natural phenomena and technological processes associated with (a) health, food and the environment, (b) matter, energy and forces.
(c) familiar industrial processes and the use of resources, (d) Earth and space.
- Undertake scientific investigations requiring the use of inquiry processes and reasoning abilities.
- Devise and interpret models that illustrate and explain phenomena.
- Put forward society-related, justified socio-scientific decisions, based on meaningful science conceptualizations.
- Creatively plan or design ways to address scientific, engineering and technological challenges, related to identify natural phenomena and technological processes.
- Gain an appreciation of the nature of science and the nature of technology and their limitations.
- Use learning in other subjects e.g. mathematics, to address scientific problem solving and socio-scientific decision making.

Social Studies

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

- Describe the mutual connection between the natural environment and society, their economic and social impact on Kuwait and Gulf Countries Council.



- Suggest adequate solutions for environmental issues and challenges faced by the Arab World seeking assistance from regional organizations and institutions.
- Participate in community groups as a Gulf Countries Council citizen according to rules, laws and regulations.
- Explain and classify Arab World problems (economic, social, and cultural).
- Discuss Islamic World political, economic and social problems and identify evidence based solutions.
- Appreciate and think highly of democracy principals and human rights and behave accordingly as a good citizen.
- Behave according to global and human values and enhance respect of the worlds' religion and cultural variety.
- Apply learning from other school subjects to achieve co-existence between different cultures and religions at community level.
- Be proactive in developing appropriate solutions to solve problems facing Gulf Countries Council as reflected at the community level.

ICT

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

- Explore, transfer and convert information correctly, critically, creatively and responsibly.
- Choose and use digital tools and devices appropriately to facilitate daily life situations and learning.
- Use digital tools creatively, responsively and effectively for communicating, producing, processing, analyzing, sharing and presenting information and processes based on their level of knowledge.
- Install digital tools relevant to their age, such as text, table and graphic editor, computer games and multimedia, program applications and others.
- Investigating, analyzing and problem solving by creating digital learning resources and using simulation to model problem solving real-life scenarios.
- Use recognized procedures to maintain and applying a secure, safe and efficient ICT environment.

Art Education

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

- Identify, analyze, and discuss the basic concepts and procedures involved in crafts, drawing, fundamentals of computer design, ceramics, printmaking, textile, metal and wood artwork in familiar and cultural contexts, using adequate terminology.
- Produce various individual and collective works of art by using different genres of art (crafts, drawing, fundamentals of computer design, ceramics, printmaking, textile, metal and wood) and participate in local and international exhibitions.



- Show self-confidence and creativity by developing original works of art in and outside the school.
- Show enjoyment in the sharing of art interests by displaying original works of art in local and international exhibitions, and by discussing about art works.
- Recognize Islamic artistic traditions in their country or in the Arab world, and compare art products from the Gulf Region, explaining how the same elements of Islamic art (crafts, drawing, and fundamentals of computer design, ceramics, and printmaking, textile, metal and wood) are used differently in different contexts/countries.
- Develop aesthetic preferences when taking decisions concerning the visual design of the close, familiar environment.

Music

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

- Analyze and distinguish melodies by taking into account characteristics such as meter, accent, pitch and rhythm.
- Enhance a sense of perception through evaluating music pieces in terms of quality, similarities, differences and structure.
- Develop self-confidence and creativity through performing individually or in a group various popular and traditional melodies on music instruments, as well as on computers and tablets;
- Show enjoyment in sharing information related to music, and use technology to search for such information.
- Co-operate with others through sharing singing and performing in and outside the school;
- Acquire good listening, discussion and dialogue habits.
- Promote a sense of music, and develop aesthetic preferences when listening to music from a variety of sources.

Physical and Health Education

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

- Listen attentively and express needs, wants, feelings and ideas in accepting and adopting safe and healthy physical activities
- Comprehend rules and regulations related to team sport activities appropriate to their age and interests.
- Perform physical activities appropriate to their age and physical capability that include managing walking, rolling, jumping, running and others.
- Comprehend the benefits of good health activities and apply these activities in their daily lives.
- Show positive attitude to other team mates and/or sport competitors irrespective of winning or losing a sporting event.



- Attend sports activity in a serious and high degree of performance in accordance with their individual and collective abilities inside and outside the school.
- Comprehend how changing personal and contextual factors shape understanding and opportunities for health and physical activity locally, regionally and globally.
- Use good motor skill activity to develop good physical fitness and abilities needed for a productive life in a strong and healthy Kuwait.

Life Skills

By the end of Intermediate Education, students who have fully developed their competence in Life Skills are expected to:

- Recognize and accept the rules of good behavior and ethics in various daily and professional life situations.
- Respect their roles as responsible members in their families and in the community.
- Develop knowledge, skills, understanding and attitudes in the fields of study they choose for their future career.
- Apply leadership skills to achieve success in project activities.
- Develop capacity to live, learn and work together with others.
- Manage appropriately the different daily life situations in and outside school.
- Develop and use personal, interpersonal, behavioral, social and cultural skills and strategies to promote a sense of personal identity, well-being and to build and maintain relationships with others.
- Respect the cultural diversity of the Kuwait society.



Part II

Curriculum and Standards for Islamic Education

1. Rationale

1.1. Islamic Education

The Islamic Education subject covers the study of Islamic Religion as a whole in terms of the Islamic belief, teachings, morals, rules and legislations derived from the principal legislation sources. This subject presents the Islamic teachings and legislations in an interesting and motivating manner in line with the learner's growth characteristics, being such teachings a lifestyle aimed at achieving the integral growth of the Kuwaiti Muslim citizen.

1.2. The Goal of Teaching Islamic Education

The study of this Subject aims at creating a righteous Kuwaiti citizen with a diverse number of competences that help him/her to actively learn and communicate within their society and the world at large, through the following:

- Fostering learners' understanding of the Islamic verdicts and beliefs that are based on evidence from both Quran and Sunnah.
- Appreciation of the worship with mastering different skills and belief in its role in correcting the person's behavior.
- Adopting the sound Islamic moderate principles derived from the Holy Quran and the traditions of Prophet Muhammad (PBUH) in the individual's behaviors and relationships with others.
- Creating awareness about the history of Prophet Muhammad (PBUH) and his companions while memorizing some of his sayings and traditions.
- Enhancing the spirit of righteous citizenship and pride of belonging to the State of Kuwait and its history while raising awareness of the importance of work towards the nation renaissance.
- Developing the ability of dialogue based on reason and evidence and accepting the others' opinions.

1.3. Organization of the Islamic Education Curriculum

The curriculum architecture of the Islamic Education is built on a set of General Competences based on strategies and basic operations aimed at building the learner's personality based on three bases (knowledge, spiritual and skills). Such competences are broken down into special competences which comprise various educational activities related to the subject content fields aimed at achieving the curriculum standards. The content fields vary depending on the diversity of needs of Islamic curriculum teaching. The primary education curriculum includes, for example, the fields of Belief, Quran Sciences, Prophet's Sayings, Prophet's Traditions, Fiqh (Islamic jurisprudence) and Education. These fields focus on the following:

- Understanding belief aspects and their impact on the daily behaviors of the learner.



- Understanding Islamic ethical rules and values and applying them in daily behaviors.
- Practicing the Islamic lifestyle and highlighting the Muslim identity.
- Learning about rights, obligations, and responsibilities in the classroom and school.
- Exploring and protecting the environment in a more systematic way.
- fulfilling certain tasks by observing the timeframes set for completion of tasks.
- Undertaking certain jobs while abiding by the timeline of completing such jobs and
- Experiencing different learning activities and procedures as individuals and as members of a group.

Islamic Education subject directly affects the daily life of the Muslim individual as it aims at developing him/ her in order to become a righteous Muslim citizen with a personality that affects the society.



2. General competences of Islamic Education

- 1.** Understanding and applying certain Islamic and ethical rules in daily behavior and conduct.
- 2.** Exploring daily-life experiences and situations derived from the Islamic doctrine.
- 3.** Contributing proactively to projects within the community to develop a friendly environment according to Islamic values.



3. Performance standards by the end of Grade 9

General competences	Performance standards
<p>1. Understanding and applying certain Islamic and ethical rules in daily behavior</p>	<p>Students who have fully developed their competence to understand and apply Islamic ethical rules in daily behavior, as described in the intermediate curriculum, are able to:</p> <ul style="list-style-type: none"> • Explain the pillars of Islamic doctrine according to personal capacities and eliciting their application impact on the individuals' life and society • Build a correct thinking on the unseen • Identify correct and incorrect thinking towards the Islamic doctrine in all fields • Apply worships, morals and behaviors from an Islamic perspectives following the Prophet Biography and righteous companions • Show interest in Shariah resources where Islamic religion is derived (doctrine, Shariah) • Enhance commitment to Islamic behaviors through referring to Shariah recourses • Distinguish between Islamic and non-Islamic behaviors in daily life situations • Take Prophet Mohamed and Companions as a model to follow in daily life behaviors
<p>2. Exploring daily-life experiences and situations derived from the Islamic doctrine</p>	<p>Students who have fully developed their competence to cooperate in the relationship with children and adults in various social environments according to Islamic values, as described in the intermediate curriculum, are able to:</p> <ul style="list-style-type: none"> • Elicit Islamic doctrine and principles from Shariah resources and the importance of assigned worships responsibilities • Participate with others in performing daily worships and distinguish the impact of worships on daily life behavior • Participating efficiently with colleagues in Islamic and social events • Analyze the impact of religious occasions on the individual's daily life and the society and take responsibility of participating in Islamic and social events • Elicit Islamic values derived from Prophets Historical Biography (PBUH) and evaluate social behaviors according to Islamic values • Elicit the importance of assigned worships responsibilities • Show interest in building an Islamic preaching character according to personal capacities



3. Contributing proactively to projects within the community to develop a friendly environment according to Islamic values

Students who have fully developed their competence to actively contribute to a friendly environment according to Islamic values derived from the Islamic doctrine, as described in the intermediate curriculum, are able to:

- Identify and appreciate varied society groups with their differences showing interest in interacting with others according to Islamic values
- Identify the rules of working in groups in real life contexts and evaluate the importance of positive cooperation among groups
- Identify appropriate steps in preparing , implementing and evaluating projects inside schools with colleagues while abiding the Islamic values
- Contribute positively in launching awareness campaigns to develop and evaluate the environment and the society
- Participate with others in different events according to Islamic values
- Evaluate the social behavior in different occasions according to Islamic values



4. Scope and Sequence

Overview of the specific competences of Islamic Education - Grades 6-9

General competences	Specific competences for grade 6	Specific competences for grade 7	Specific competences for grade 8	Specific competences for grade 9
1. Understanding and applying certain Islamic and ethical rules in daily behavior and conduct	Range of reality 1.1 Explaining the pillars of the Islamic doctrine according to their abilities own capacities	1.1 Recognizing right and wrong thinking according to Islamic doctrine	1.1 Building the right thinking of believing in terms of Belief and the Unseen Islamic doctrine	1.1 Eliciting the impact of Islamic doctrine on life individuals and society
	Range of operations 1.2 Applying worships, morals and behaviors from an Islamic perspective	1.2 Practicing daily worships according to Islamic Shariah	1.2 Applying in daily worships taking The Profit (PBUH) Biography and Islamic models as a reference	1.2 Distinguishing between Islamic and non-Islamic behaviors in daily life situations
	Range of personal responses 1.3 Enhancing commitment to Islamic behaviors through referring to Shariah recourses	1.3 Eliciting behaviors and morals derived from the Profit (PBUH) Biography and Followers	1.3 Taking Prophet (PBUH) and His Companions as a model for daily life behavior	1.3 Showing interest in Shariah resources where Islamic religion basics derived (Doctrine/ Shariah)



2. Exploring daily-life experiences and situations derived from Islamic doctrine	Range of reality			
	2.1 Eliciting Islamic doctrine and principles from Shariah resources	2.1 Eliciting Islamic values derived from Prophets Historical Biography (PBUH)	2.1 Developing moral behavior according to Shariah resources	2.1 Eliciting the importance of assigned worships responsibilities
	Range of operation			
	2.2 Distinguishing the impact of worships on daily life behavior	2.2 Analyzing the impact of religious occasions on the individual's daily life and the society	2.2 Evaluating social behaviors according to Islamic values	2.2 Interacting positively with Islamic events and programs
	Range of personal responses			
	2.3 Participating efficiently with his colleagues in Islamic and social events	2.3 Participating with others in performing daily worships	2.3 Taking responsibility of participating in Islamic and social events	2.3 Showing interest in building an Islamic preaching character according to personal capacities

3. Contributing proactively to projects within the community to develop a friendly environment according to Islamic values	Range of reality 3.1 Identifying varied society groups with their differences	3.1 Identifying the rules of working in groups in real life contexts	3.1 Identifying proper planning steps in preparing and managing projects inside schools	3.1 Evaluating the importance of positive cooperation among groups
	Range of operation 3.2 Implementing school projects with colleagues while abiding the Islamic values	3.2 Participating with others in different events according to Islamic values	3.2 Evaluating projects of different groups and individuals	3.2 Contributing positively to launching raising awareness campaigns to develop the environment and the society
	Range of personal responses 3.3 Showing interest in interacting with others according to Islamic values	3.3 Accepting differences between his/her group and others	3.3 Showing commitment to Islamic values in relations with others	3.3 Evaluating the social behavior in different occasions according to Islamic values

4.1 Grade 6

4.1.1 Competences, learning activities and curriculum standards

General competences	Specific competences	Examples of Learning Activities	Curriculum Standards
1. Understanding and applying certain Islamic and ethical rules in daily behavior and conduct.	1.1 Explaining the pillars of the Islamic doctrine according to their abilities	<ul style="list-style-type: none"> • Presenting examples of the Islamic doctrine pillars derived from Quranic chapters and Hadith (i.e. believe in Allah, His names and characteristics) using available tools inside the class • Designing a poster with the names of Allah in cooperation with technical and interior design sections, evaluating the same by parents in an exhibition organized by the school • Developing a program in the schools Radio on Allah’s Phenomenon Greatness represented in the surroundings 	Students are able to: 1.1 Explain the pillars of Islamic doctrine according to personal capacities
	1.2 Applying worships, morals and behaviors from an Islamic perspective	<ul style="list-style-type: none"> • Co-operate with colleagues to launch an orientation campaign (road rules - cleanness - respect others) • Practicing some worships following Prophet Mohamed Biography- PBUH (ablution- washing pots once used by dogs to drink- impurity cleanness- at-tayammum - body wash) • Developing a timetable for prayer leadership at school mosque 	1.2 Apply worships, morals and behaviors from an Islamic perspectives
	1.3 Enhancing commitment to Islamic behaviors through referring to Shariah recourses	<ul style="list-style-type: none"> • Developing a report on Allah’s blessings and guidance to His Messenger Mohammed (BUH) in His Youth • Enhancing the value of house and school cleanness through an educational and national project evaluated on educational area level • Searching through multi media for specific curriculum subjects (manners- positive thinking –responsibility) 	1.3 Be committed to Islamic behaviors through referring to Shariah recourses



2. Exploring daily-life experiences and situations derived from the Islamic doctrine	2.1 Eliciting Islamic doctrine and principles from Shariah resources	<ul style="list-style-type: none"> • Follow the teacher as a model and advisor for his commitment to religion guidelines inside the school (mosque, library) • Address colleagues in tow minuets on the importance of Islamic Shariah resources (Qura'n Sunneh) • Present a report on Islamic principles and their role in strengthening relations in Kuwait society • Talk about Islamic doctrine and principle supported by Shariah text in an email sent to (twitter, Facebook, Instagram) 	2.1 Elicit Islamic doctrine and principles from Shariah resources
	2.2 Distinguishing the impact of worships on daily life behavior	<ul style="list-style-type: none"> • Searching the internet for subjects on the impact of worships on our life (Praying, fasting, Zakat etc.) • Developing an electronic report on worships considering the directions of Prophet Mohamed • Write an electronic letter on the impact of worships on the life of Prophet Companions • Searching in different resources about Prophet Mohammed Sunneh - PBUH (rubbing slippers and bandages) in order to identify Shariah rules 	2.2 Distinguish the impact of worships on daily life behavior
	2.3 Participating efficiently with his colleagues in Islamic and social events	<ul style="list-style-type: none"> • Participating voluntary with colleagues and school workers to achieve a project in social and religion events • Participating with colleagues to call for prayers and pray in groups at schools and neighboring mosques • Utilizing the school's radio and wall magazines to encourage colleagues to participate in social and religion events. • Participating in celebrating social and religious events supervised by teachers inside school • Developing different competitions and activities (electronic and other) on the Holy Quran involving management, parents and students 	2.3 Participate efficiently with his colleagues in Islamic and social events

3. Contributing proactively to projects within the community to develop a friendly environment according to Islamic values	3.1 Identifying varied society groups with their differences	<ul style="list-style-type: none"> • Contributing in group to develop and introduce a presentation on growth specifications at stage of youth • Developing a campaign (preserving properties) with social service division support. • Hosing visitors to a prepare worship on some manners (communicating with others- behavioral attitudes with scholars-- behavioral request for knowledge – building Muslims positive will) • Developing a presentation of some national celebrities characterized by Islamic tolerance and politeness 	3.1 Identify varied society groups with their differences
	3.2 Implementing school projects with colleagues while abiding the Islamic values	<ul style="list-style-type: none"> • Planning a field trip to a facility and distributing prepared fliers on (cleanness, respect, behavioral attitudes , and road manners • Developing work sheets, brain maps on the curriculum to enrich the class library. • Organizing pupils activities exhibition on the curriculum (Prophet Mohamed Historical Biography-PBUH) 	3.2 Implement school projects with colleagues while abiding the Islamic values
	3.3 Showing interest in interacting with others according to Islamic values	<ul style="list-style-type: none"> • Develop e a report using available tools on the impact and role of rights on originating values (road manners, scholars rights, keeping promises) • Presenting a play with colleagues on manners (behavioral attitudes, keeping promises, showing interest in cleanness) • Design an acknowledgement card and present to honor persons with specific virtues in school (teacher, cleaner, administrative and other) • Develop a weekly wall paper with subjects on values 	3.3 Show interest in interacting with others according to Islamic values

4.1.2 Learning Content of Grade 6

Area	Contents- Grade 6
Doctrine	1. Faith in God and evidence in His Existence.
	2. Unifying word virtues and terms.
	3. Unifying word in heart and behavior.
	4. The concept of being a slave to Allah.
	5. Belief in the name of Allah and His Features
	6. Alla’s Knowledge and capacities.
	7. Allah The Owner of The Universe.
Hadith	1. The right of the road (road’s behavior)
	2. Takfeer althunoob.
	3. Priority of sea water.
	4. Forbidden drinking from gold and silver pots.
	5. Dog’s impurity.
	6. Islam interest in cleanness.
Biography	1. Miracles prior Prophet Birth.
	2. Prophet’s Birthday.
	3. Prophet’s orphanage and Uncle’s support.
	4. Prophet’s marriage to Kadijah.
	5. Prophet’s contemplation in Harraa cave.

Jurisprudence	1. Water different types.
	2. Sensual and non-sensual impurity and ways to get purified.
	3. Ablution virtues and legality.
	4. Ablution features, obligations and Sunnah
	5. Rubbing on slippers and bandage.
	6. Types of body wash.
	7. Al-tayammem.
	8. Call for prayers and praying.
Discipline	1. Self-control
	2. Dream and patience.
	3. Pledge commitment
	4. Respecting others and their properties.
	5. Learner's morals and ways of addressing scholars.
	6. Hospitality morals.
Islamic Culture	1. Islamic views towards youth.
	2. Youth characteristics (adolescence stage).
	3. Developing Muslim's positive identity.
	4. Positive thinking of Muslim's life
	5. Self-dependent and taking responsibilities.
	6. Positive features (youth adolescence stage)

4.2 Grade 7

4.2.1 Competences, learning activities and curriculum standards

General competences	Specific competences	Examples of Learning Activities	Curriculum Standards
1. Understanding and applying certain Islamic and ethical rules in daily behavior and conduct	1.1 Distinguishing between good thinking and otherwise in relation to different Islamic doctrine	<ul style="list-style-type: none"> • Developing a wall magazine on Angel’s creation and moral features • Develop an electronic report (power points, etc.) on the impact of unseen belief on individuals and present within the school activates • Surfing the internet in search for videos on incorrect doctrine with some nations • Refuting the claims about incorrect practices of the Islamic doctrine 	Students are able to: Distinguish between good thinking and otherwise in relation to different Islamic doctrine
	1.2 Practicing daily worships according to Islamic Shariah	<ul style="list-style-type: none"> • Applying prayer rituals in practice inside the school mosque • Cooperating in group to design a prayer time table to compare between basic prayers and others (praying on the demised) • Eliciting lessons derived from Prophet Mohamed biography through implementing cooperative learning 	1.2 Practice daily worships according to Islamic Shariah
	1.3 Eliciting behaviors and morals derived from the Profit (PBUH) Biography and Followers	<ul style="list-style-type: none"> • Use the schools radio to Instill morals and ethics derived from our Prophet (PBUH) Biography • Apply a policy of problem solving in groups with relation to the society’s incorrect behaviors (backbiting - gossiping - harnessing- malice- envy and other scourge of the tongue) • Surf the internet in search for Prophet’s Companions keenness to learn from our Prophet (BPUH) 	1.3 Elicit behaviors and morals derived from the Profit (PBUH) Biography and Followers



2. Exploring daily-life experiences and situations derived from the Islamic doctrine	2.1 Eliciting Islamic values derived from Prophets Historical Biography (PBUH)	<ul style="list-style-type: none"> • Arrange the events of Revelation per sequence • Develop a wall magazine on derived values from Hejerah • Present Islamic Dawa events using story writing, timetable, map and other 	2.1 Elicit Islamic values derived from Prophets Historical Biography (PBUH)
	2.2 Analyzing the impact of religious occasions on the individual's daily life and the society	<ul style="list-style-type: none"> • Present a play on the impact of religious events on instilling values • Watch a documentary on Al-Qiam prayer at the Grand Mosque and discussing its impact on the individual and the society • Design a PowerPoint presentation on the impact of religious events on his\her life, praying in group, Ramadan, Friday, Eid, Pilgrimage, joining funerals • Play acting scenes on the impact of Islam on freedom concept • Invite a visitor to present a concept on the Muslim's life objectives etc 	2.2 Analyze the impact of religious occasions on the individual's daily life and the society
	2.3 Participating with others in performing daily worships	<ul style="list-style-type: none"> • Organize a campaign to held Althuh or prayer in group at the schools Mosque. • Request learners to write a report with pictures on praying in group at the school Mosque then discussing with the teacher • Have a field visit to learning lessons at the school Mosque and interviewing the Imam about students' manners • Take part in a seminar about the reluctance of youth to pray in groups (reasons and solutions) • Organize an IT presentation highlighting the impact of worships and behavior. i.e. working in funerals, praying on time, patience, lying, forgiving, secret disclosure etc. 	3.3 Participate with others in performing daily worships

3. Contributing proactively to projects within the community to develop a friendly environment according to Islamic values	3.1 Recognizing the importance of group work	<ul style="list-style-type: none"> • Comment on a video highlighting the importance of group work in building societies • Collect Shariah Text and wise sayings encouraging manual work and lawful earning and present to the teacher • Search in books and the internet for stories on subjects related to perform duties accurately since things are supervised by our Creator • Develop ideas encouraging Islamic morals and ethics in group work (school radio and mosque and other) 	2.1 Recognize the importance of group work
	3.2 Participating with others in different events according to Islamic values	<ul style="list-style-type: none"> • Distinguish the Islamic values that he/she shows commitment to when participating with others in Islamic and social events (posters, fliers and other) • Develop electronic cards in participating with others in Islamic and social events according to Islamic teachings • Design a timetable for his\her daily duties for the exams period • Show commitment to common morals (in class, mosque and other) 	2.2 Participate with others in different events according to Islamic values
	3.3 Accepting differences between his/her group and others	<ul style="list-style-type: none"> • Apply dialogue and discussion explaining God’s wisdom in creating people in different nations and tribes • Plan a project to instill the principle of brotherhood under the supervision of the teacher in coordination with social worker office • Participate in an open day to present the learners hobbies and applying the same for the service of the community 	2.3 Accept differences between his/her group and others in real file contexts

4.2.2 Learning Content of Grade 7

Area	Contents- year 7
Doctrine	1. Faith in the unseen and its impact on life.
	2. Faith in good angels (feathers\ rights).
	3. Good angels' duties in life and Judgment Date.
	4. Mind limited thinking and the need for sending Messengers.
	5. Faith in Messengers and their features.
	6. Messengers duties and Prophet Mohammed duties.
	7. Verses and Miracles of Messengers life.
	8. Verses and Miracles of Prophet Mohammed.
Hadith	1. Religion classification.
	2. Work dedication.
	3. Features of Islam easiness.
	4. Friday's Shower.
	5. Prophet Mohammed characteristics.
	6. Al-Fajr and Al-Asr praying time.
Biography	1. Informing Priests and Jues the news of Prophet Mohammed.
	2. Revelation descent on Prophet Mohammed.
	3. Prophet Mohammed calling to Islam starting dates.
	4. Immigration to Ethiopia.
	5. Year of Grief.

Jurisprudence	1. Praying importance and rules.
	2. Praying timing and timing where praying is forbidden.
	3. Praying conditions.
	4. Praying Pillars and duties.
	5. The Sunnah of praying.
	6. Issues on and things that invalidate praying.
	7. Sujood Al-saho.
	8. Praying on the Demise.
Discipline	1. Forgiveness and patience
	2. Alghybh and gossiping.
	3. Justice and courage in the right.
	4. Ridicule and blabbing.
	5. Malice and envy.
	6. Lying and the scourge of the tongue.
Islamic Culture	1. Muslims objectives in life.
	2. Connection between Muslim and Almighty Allah
	3. Connection between Muslim and Prophet Mohammed .
	4. Connection between Muslim and Scholars.
	5. Importance of time in Muslims life.
	6. The concept of freedom in Islam.

4.3 Grade 8

4.3.1 Competences, learning activities and curriculum standards

General competences	Specific competences	Examples of Learning Activities	Curriculum Standards
1. Understanding and applying certain Islamic and ethical rules in daily behavior and conduct	1.1 Building the right thinking towards the belief in the Unseen	<ul style="list-style-type: none"> • Elicit the names of Resurrection Day from Shariah evidences in text books • Express verbally Paradise Blessings based on Shariah Text • Highlighting Resurrection Day stages through designing a mind map 	Students are able to: 1.1 Build the right thinking towards the belief in the Unseen
	1.2 Applying in daily worships taking The Profit (PBUH) Biography and Islamic models as a reference	<ul style="list-style-type: none"> • Organize a campaign named (my Prophet my example) to include (posters, electronic messages, different programs and activities) • Perform Althuhr prayer in group at school’s mosque • Perform prayers of reasons (Eclipse, praying for rain) at school mosque • Develop a check list on worships performance follow up (daily, duties, Sunnah, honoring parents) 	1.2 Apply in daily worships taking The Profit (PBUH) Biography and Islamic models as a reference
	1.3 Taking Prophet (PBUH) and His Companions as a model for daily life behavior	<ul style="list-style-type: none"> • Take part in a voluntary project with public utility societies to fight incorrect behaviors. • Elicit moral examples derived from Lady Muslim celebrities from different sources • Conduct a field visit to Charity Societies to identify methods of collecting and distributing Zakat • Surf the Internet in search for proper conduct in dealing with other religious • Analyze some incorrect manners and providing related solutions through dissection 	1.3 Behave in daily life following Prophet (PBUH) and His Companions model

2. Exploring daily-life experiences and situations derived from the Islamic doctrine	2.1 Developing moral behavior according to Shariah resources	<ul style="list-style-type: none"> • Collect different articles on the impact on the worships and commitment to good behaviors on individuals and the society • Maintain close relations with others (parents, relatives, friends) in a report enriched with pictures • Search for a national celebrity contributing to special needs activities • Develop orientation cards and distributing in school (smoking and addiction damages, anger) 	2.1 Develop moral behavior according to Shariah resources
	2.2 Evaluating social behavior according to Islamic values	<ul style="list-style-type: none"> • Host a visitor to participate in activating educational and moral values. • Organize a program incorporation with the social worker office to fight negative moral aspects • Develop a photo album (paper\ electronic) showing social and family relations (Honoring parents, kinship, friendship, group work) • Putt down a concept commending those committed to Islamic values and morals inside school 	2.2 Evaluate social behavior according to Islamic values
	2.3 Taking responsibility of participating in Islamic and social events	<ul style="list-style-type: none"> • Putt down letters talking about some Islamic events (greetings, acknowledgment) addressed to importance persons in his\her life • Plan an open day to communicate with parents on a specific social and a religious event • Design creative Islamic and social gift cards and distribute to colleagues in class. • Participate actively in different Islamic and social activities inside and outside school (visiting patients, and elderly) 	2.3 Take responsibility of participating in Islamic and social events



3. Contributing proactively to projects within the community to develop a friendly environment according to Islamic values	3.1 Identifying proper planning steps in preparing and managing projects inside schools	<ul style="list-style-type: none"> • Plan a project with his\her colleges enhancing good examples (expo, radio program, gatherings) • Prepare a report on derived lessons from Prophet Biography (Israa and Miraj, Immigration to Madinah and other) • Take part in a radio program explaining Quranic scientific Miracles in terms of Israa and Miraj trip • Disproof allegations of the freedom of smoking and addiction explaining their harmfulness on health 	3.1 Identify proper planning steps in preparing and managing projects inside schools
	3.2 Evaluating projects of different groups and individuals	<ul style="list-style-type: none"> • Participate with colleagues in designing items to evaluate other groups' projects (peer evaluation) • Design an electronic magazine in cooperation with colleague to release successful projects • Preparing a set of self-evaluation criteria according to his/her level of understanding and using them in evaluating his/her contribution to school projects development • Visit the Scientific Centre with colleagues to evaluate the displayed projects 	3.2 Evaluating projects of different groups and individuals
	3.3 Showing commitment to Islamic values in relations with others	<ul style="list-style-type: none"> • Put down a thank you letter addressed to a national celebrity acknowledging their achievements in the volunteer work field • Innovate a slogan encouraging to avoid negative values (cheating, smoking) • Design a poster highlighting the impact of specific behavior inside the school in relation to the preplanned list of values • Take part in acting scene on the impact of values on social worships 	3.3 Show commitment to Islamic values in relations with others



4.3.2 Learning Content of Grade 8

Area	Contents- year 8
Doctrine	1. Faith in the Heavenly Books.
	2. The status of the Holly Quran.
	3. Faith in the Judgment Day.
	4. Indications of the Judgment Day (Minor Indications)
	5. Indications of the Judgment Day- Continued (Minor Indications).
	6. Indications of the Judgment Day (Major Indications).
	7. . Death is the destiny of all creatures.
Hadith	1. Friday prayer and impact on connecting society.
	2. Eclipse prayer.
	3. Praying for rain.
	4. What to do with the Pilgrim if he demised.
	5. Zakat Al-Fiter.
Biography	1. Al-Isra and Al- Miraj.
	2. . Al-Hijra.
	3. . Prophet Mohammed convention with the Jews (the convention document in Madinah).
	4. Jews conspiracy against the Prophet.
	5. Mothers of the believers (1).
	6. Mothers of the believers (2).
Jurisprudence	1. Friday's prayer.
	2. Eids prayer.
	3. Group prayer, Sunnah and Rawateb.
	4. Istikhaarah Prayer .
	5. Al-Taraweeh and Al-Witter prayers.
	6. Fasting and related different types.
	7. Fasting terms and Sunnah.
	8. What invalidate fasting.
	9. Name calling



Discipline	1. be warring of anger
	2. Avoiding cheating.
	3. Avoiding arrogance.
	4. Avoiding drugs.
	5. Damages of smoking and prohibition.
	6. Caring for the special needs.
Islamic Culture	1. Parents rights.
	2. Kinship.
	3. Treatment with others.
	4. Friendship.
	5. Working in group.

4.4 Grade 9

4.4.1 Competences, learning activities and curriculum standards

General competences	Specific competences	Examples of Learning Activities	Curriculum Standards
1. Understanding and applying certain Islamic and ethical rules in daily behavior and conduct	1.1 Eliciting the impact of Islamic doctrine on life of individuals and society	<ul style="list-style-type: none"> • Read a book on doctrine from school library (specified by teacher) and discuss its content with colleges • Cites Hadith on Judgment Day and discuss with classmates • Design a plan on human life after death with classmates 	Students are able to: 1.1 Elicit the impact of Islamic doctrine on life individuals and society
	1.2 Distinguishing between Islamic and non-Islamic behaviors in daily life situations	<ul style="list-style-type: none"> • Make a judgment towards negative behaviors in society in compliance with Islamic values • Discuss with colleagues new negative aspects of this society through social media channels • Express different behaviors of Islamic morals through drawings • Participate in Prophet Mohammed Biography (PBUH) prepared by the school \ area representing his\her school 	1.2 Distinguish between Islamic and non-Islamic behaviors in daily life situations
	1.3 Showing interest in Shariah resources where Islamic religion basics derived (Doctrine/ Shariah)	<ul style="list-style-type: none"> • Collect four Quranic, Sunneh, Prophet Companions' sayings on Zakat, Hagg and Umrah rules • Discuss the virtues of performing the Alfajer prayer on time through a gathering based on Shariah evidence • Define differences of Probhet's invasions in a time table or through a mind map considering (no, date, outcome, impacts) individually or collectively 	1.3 Show interest in Shariah resources here Islamic religion basics derived (Doctrine/ Shariah)



2. Exploring daily-life experiences and situations derived from the Islamic doctrine	2.1 Eliciting the importance of assigned worships responsibilities	<ul style="list-style-type: none"> • Design a card showing his\her commitment to Islamic Shariah duties • Collect Shariah information and evidences on the importance of Shariah duties from the internet • Deliver a speech through school radio encouraging colleagues to be committed to Shariah duties 	2.1 Elicit the importance of assigned worships responsibilities
	2.2 Interacting positively with Islamic events and programs	<ul style="list-style-type: none"> • Contribute positively to Islamic different events • Represent Hajj and Omrah duties in school morning gathering following different methods • Play a short video showing positive interaction on different religious events 	2.2 Interact positively with Islamic events and programs
	2.3 Showing interest in building an Islamic preaching character according to personal capacities	<ul style="list-style-type: none"> • Participate in Young Speaker Competition inside school • Design a preaching internet site with colleagues supervised by teacher encouraging Islamic ethics and morals • Develop an exhibition for influential Islamic preachers in the society 	2.3 Show interest in building an Islamic preaching character according to personal capacities

3. Contributing proactively to projects within the community to develop a friendly environment according to Islamic values	3.1 Evaluating the importance of positive cooperation among groups	<ul style="list-style-type: none"> • Participate in a voluntary campaign on maintaining a clean environment (school, neighborhood) • Participate in social media (Twitter, Instagram) to encourage commitment to Islamic morals (Visiting parents, visiting graves, buying, selling) • Cooperate with colleagues in developing a learning aid encouraging the revival of a Prophet Sunnah (PBUH) 	3.1 Evaluate the 3 importance of positive cooperation among groups
	3.2 Contributing positively to launching raising awareness campaigns to develop the environment and the society	<ul style="list-style-type: none"> • Design a video on Muslim's responsibility towards his/her country and send through different media • Implement with colleagues orientation campaign to encourage Fajir prayer and Paying Zakat • Plan an orientation week inside school to develop school environment 	3.2 Contribute positively to launching raising awareness campaigns to develop the environment and the society
	3.3 Evaluating the importance of social behavior in different occasions according to Islamic values	<ul style="list-style-type: none"> • Participate with colleagues and teacher in a trip for the celebration of a social or religious event • Clarify with colleagues some behavioral and social changes within the society from Shariah perspective • Innovate solutions for negative behaviors in specific events within a seminar inviting an educational guest 	3.3 Evaluate the importance of social behavior in different occasions according to Islamic values

4.4.2 Learning Content for Grade 9

Area	Contents - year 9
Doctrine	Haidh Al Bathkh
	Ahwal Youm Al-Qiama
	Al-Baath Al-Mawt wa Ahuul
	Ahwal Al-Nas Youm Al-Quiama
	Ahwal Al-Hissab Wa Tasleem Al-Kutoub
	Al-Mizzan Wa Al-Hawth Wa Al-Sirat
	Jahannam Dar Al-Bouar
	Al-Jannah Dar Al-Naeim
Hadith	Fadel Salat Al-Fajir
	Al-Tamasuk bi Al-Sunneh
	Al-Nahi Aan Al-Bidaa
	Al-Nahi Aan Ilikhaz Al-Quboor Masajid
	Al-Bood Aan Al-Shubuhah
	Al-Ibhwa Al-Imanija
Biography	Ghazwat Badr
	Ghazwat U'hud
	Sulh Al-Hudaibieh wa Fath Mecca
	Ghazwat Hunian 8 H (Shawal)
	Ghazwat Mo'tah 8 H (Jamada Al-Owla)
	Ghazwat Tabouk 9 H (Rajab)
	Wafat Al-Rasoul (PBUH) 11 th Hijri
Jurisprudence (Fiqeh)	Al-Zakat: Hokmuha, Fawaiduha wa Anwa' iha
	Al- Mustahikoon Li Al-Zakat wa Shrouh Ikhrajiha
	Al-Zakat Tuhaqiq Al-Ubodiah Li Allah Ta'ala
	Al-Hajj: Hokmuho, Shroutho wa Wojoubuho
	Arkan Al-Hajj
	Wajibut Al- Hajj wa Addabihi wa Kiafiat Ada' ihi

	Al- Umrah, Hokmuka wa Arkanuha
Discipline	Husn Al-Tham
	Houb Al-A'mal wa Ihtirameh
	Al-qidwa Al-Saliha Al-Hassana
	Adab Ziarat Al-Maridh
	Adab Ziarat Al-Quboor
	Adab Al-Baie wa Al-Shira'a
Islamic Culture	Maqassid Al-Shariah Al-Ismamieh
	Mahassin Al-Islam
	Al-Rouh Al-Ijabieh Fi Bina'a Al-Mujtama'a Al-Islami
	Al-Tamul Al-Ijabi Fi Hall Al- Mushkilat
	Ma'ayeer Itikhaz Al-qarar Al-Saleem

Part III

Recommendations for Implementing Curriculum and Standards for Islamic Education in Intermediate Education

1. Recommendations for the teaching and learning process

General aspects

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

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

- The curriculum indicates what students are expected to learn, in the form of information, attitudes, values, etc., and also suggests some learning experiences that may support them to do so.
- The teachers decide which teaching/learning approaches are the most appropriate in a given situation in order to support students' learning for them to meet the curriculum and performance standards.
- The on-going assessment (formative and summative) of the learning is needed to inform teachers and students about what has already been learned, what has not been attained and what steps are needed in order to achieve the established standards.

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

Designing and planning the teaching/learning activities

The following questions may guide teachers when trying to design and plan the learning process:

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

The aims

Before designing and planning the teaching and learning activities, teachers should ensure that they understand the curriculum and that they know the direction in which they need to proceed with their students so as to achieve the general and specific competences that enable students to reach the curriculum standards. In other words, it is essential that teachers conceptualize the teaching-learning context for their school subject to enable them to take adequate decisions about what they are setting out to achieve with their students in an identified period of time.

Organizing the learning process to meet these aims

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

Some of these principles are presented below:

- To enhance student learning by encouraging students, irrespective of learning style and expectations.
- To promote learning via students' constant inquiry, effort and self-discipline.
- Learning develops through relationships and the abilities being learned, and these contribute to the gaining of knowledge and structuring skills, and through developing attitudes/values.
- Learning needs to be initiated from students' previous knowledge, relevant for the students' personal development and needs,.
- Education takes place both through individual study and group activities, each dependent on the context of the learning process.

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

- Generate and maintain student motivation, enabling student interest in sustained learning.
- Create a supportive learning environment.
- create learning opportunities for students which facilitate achieving the proposed goals;
- Identify and stimulate the skills and interests of the students.

- Encourage not only the transfer of knowledge, but also transfer of values and attitudes.
- Inspire both reflective thought and action.
- Enhance the relevance of new learning (from the student’s perspective).
- Facilitate shared, cooperative and active learning.
- Build upon prior learning and experiences.
- Provide sufficient opportunities for students to learn.
- Make connections between and among different subjects.
- Pay attention to the teaching–learning relationship.
- Reflect on their teaching and the results of their efforts.

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

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

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

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

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

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

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

2. Recommendations concerning Assessment

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

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

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

2.1. Examinations and National Assessment

Examinations are recognized as playing a major role in any national assessment system in that they, it is believed, offer a fair system where all have an equal opportunity to show the learning attained and possible potential for further learning. According to the new Kuwait National Curriculum Framework, at the end of each stage of the education system (Primary, Intermediate and Secondary), a national MESA assessment system, covering achievement in Mathematics, English, Science and Arabic, is proposed to be operational in order to identify the learning taking place at the level of the system. The intention is that MESA checks the level of attainment related to performance standards and the competences defined in the new Kuwait National Curriculum for the end of Grades 5, 9 and 12. As examinations are basically ‘system controlled’, little more needs is said about this. Instead, the following reflects on classroom assessment, focusing on the teacher and how the teacher may use assessment as an indicator of a student’s progress.

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

2.2. Classroom Assessment

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

2.2.1. Types of Classroom Assessment

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

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

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

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

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

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

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

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

2.2.2. Some formative assessment approaches

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

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

2.2.3 Recording marks

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

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

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

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

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

3. Recommendations for managing the school-based curriculum

3.1. Roles and responsibilities

The implementation of the new competence-based curriculum is a very demanding task, involving commitment, creativity, a substantial managerial capacity and leadership. Even though most of the curriculum in Kuwait represents the core curriculum so that all schools need to refer to the same curriculum competences and standards, each school has its personality and specificity, as they have specific focuses. As an example, mainstream schools, Islamic schools, special-need schools, etc. work in different cultural environments, and have students with various backgrounds, needs and interests. Therefore, schools should be able to demonstrate, on a daily basis, their capacity to understand the principles and values of the new competence-based curriculum, and to articulate how they deliver teaching and learning. They are expected to be creative and responsible in adapting the requirements of the core curriculum within the realities of the concrete schools they are leading. Different categories of managers acting at the school level – principals, heads of departments and others – need to have specific and clear responsibilities in this respect.

The implementation of the new National Curriculum Framework gives even more freedom to school principals and their staff as they explore ways to identify suitable ways to manage a school-based curriculum, covering a part of the Teaching Plan. This part of the curriculum offers the opportunity to school principals to gradually build up a challenging and creative “personality” for their schools. Recommendations that may be supportive for school leaders in this respect are presented below.

As "lead professionals", school principals are responsible for the internal organization, management and monitoring of the school, leading the school towards an agreed set of institutional targets. In particular, they have responsibilities at two levels: strategic and operational.

- (i) At the strategic level principals, in close cooperation with their teams, need to build School Development Plans, including the vision and the mission of the school they are responsible for, as well as specific targets addressing the long-term needs of the school, thus making all school activities coherent and meaningful.
- (ii) At the operational level principals - together with their teams - need to find concrete solutions that enable all children in Kuwait to reach the curriculum and performance standards, through:
 - Adapting, the compulsory national curriculum to the realities in their school in innovative ways.
 - Organizing the school-based curriculum effectively by providing support for slow learners (remedial education) and for gifted children (extending curriculum), as explained below.
 - Monitoring and reviewing the policies, aims and objectives, and whether the targets and priorities are being achieved.

Defining “school policies/strategies” and operationalizing them into concrete “school improvement action plans” needs to be a result of a collaborative process involving teachers, parents, students and other stakeholders as actors in the development, and an ongoing review of school strategic planning. The school principal and head of departments (as well as the teaching staff) are accountable on one hand to the educational authorities and, on the other, to the parents and stakeholders for the performance of the school.

The heads of departments have major roles in supporting teachers to organize the teaching and learning activity for each subject in such a way that students can progress to their highest level of achievement. Their role is to:

- Plan the teaching and learning process towards general and specific competences of each subject together with all subject teachers.
- Clarify, together with all subject teachers, priorities for student learning achievement in reaching the curriculum standards, the ways in which those priorities are to be addressed, how students’ progress can be measured through school-based formative and summative assessment and, last but not least, how the quality of teaching and learning of the teachers is to be appraised.
- Monitor the implementation of the agreed plans and offer professional support to teachers in properly organizing the teaching and learning process.
- Make recommendations for, and partly conduct teachers’ school-based professional development starting from teachers’ concrete and specific needs.

3.2. Suggestions for implementing the school-based curriculum

In Kuwait, the Core Curriculum covers most parts of the National Curriculum and it will encompass the so-called “common curriculum” or “essential learning”. The remaining part of the National Curriculum constitutes the School-based Curriculum, called also “support lessons”. As compared to the Core Curriculum, the School-based Curriculum represents that segment of the Kuwait National Curriculum that is compulsory in terms of the number of teaching periods and implementation, but its concrete content and planning is established by the school, based on consultations among department heads, teachers, students and parents, under the leadership of the school principal. The use of the so-called “support lessons” can be decided based on the schools’ specific features, students’ interests, local needs and options, etc.

Concretely, the School-based Curriculum is described as (a) a system of internal documents (school-based Teaching Plan, school-based Curricula, internal implementation instructions, school-based teaching and learning materials, teachers’ guides, educational software, etc.) developed by the school, and (b) the processes generated by these documents at the level of the schools. For a transitional period, the internal documents are based on MOE instructions and approved by that Ministry.



3.3 Solutions for managing the school-based curriculum

To manage the School-based Curriculum in an effective way, the school principals should consider the following suggestions:

(1) The School-based Curriculum can be organized in at least two directions of support:

- Providing support for slow learners (remedial education) by organizing supplementary activities, as recommended by the Teaching Plan, while these students have the chance to receive extended explanations and to exercise/practice more in order to achieve the Curriculum Standards.
- Providing support for gifted children (extending curriculum) where high achieving students can benefit from an extension of their learning towards areas that will better lead them to discover potential interests, talents or preferences.

(2) The “support lessons” can be organized into “interest groups” that can accommodate students from different classes of the same grade.

(3) The School-based Curriculum can be exclusively assessed at the level of the school through a school-based formative and summative assessment.

(4) The head of departments and teachers can be expected to need urgent access to training courses on Curriculum Management and Leadership as well as on formative assessment. They need to be prepared to consider:

(a) Time allocation for the School-based Curriculum. The implementation of the School-based Curriculum through syllabuses and classroom practices should take into account innovative and flexible ways of allocating time, such as:

- One full day per month allocated for optional activities; while for compulsory activities every student studies with their classmates, for the “optional day”, students work in mixed groups coming from different classes but having similar interests or needs.
- A teaching block of two periods per week (for instance, for one term, six weeks or one month – for subjects that do not require strict sequencing).
- Expanded teaching time for the use of interactive pedagogies (such as 100-120 minutes instead of only 45 minutes per lesson/contact period).
- Time allocated for optional curriculum activities.
- Time allocated for practical learning and training in vocational schools.

(b) Fostered school autonomy. Based on the new curriculum vision, schools in Kuwait are able to decide, in collaboration with parents and other stakeholders, upon the innovative and flexible use of teaching and learning time as a basis for constructing School-based Curricula that are differentiated in relation to learners’ needs, contexts and interests. School-based Curriculum decisions up to 10%, out of and 20% of total school time, take into account several options through which school autonomy can be developed, such as:

- Additional teaching and learning activities that can help achieve specific competences (i.e. optional subjects, project work, community service, artistic and sports activities):
- Remedial activities for students experiencing learning difficulties;
- Reinforcement of knowledge, skills and attitudes in certain learning areas;
- Development of school-specific activities that define a school project, such as teaching and learning of languages; ICT; career orientation;
- Development and implementation of customized curricula in relation to local conditions, resources and needs;
- Reinforcement of career orientation, and preparation for life and work.

4. Recommendations for developing teaching and learning materials

4.1. General information useful for teaching and learning materials developers

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

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

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

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

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

4.2 Criteria for developing effective teaching and learning materials

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

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

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

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

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



Appendixes

Appendix1: Types of competences developed through the Kuwait National Curriculum

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

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

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

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

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

Appendix 2: Types of standards

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

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

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

Appendix 3: Key Competences

The Key Competences learners should master by the end of Grade 12

1. Islamic Religious and Ethical Competences

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

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

2. Communicative Competences in Arabic Language

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

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

3. Communicative Competences in English

These competences refer to the learners' ability to communicate effectively in English in a range of contexts – meaning that Secondary level graduates are able to:

- Communicate verbally/nonverbally in English.
- Express themselves through the symbols and signs of English. Use English language arts (listening, speaking, reading, writing, viewing).
- Engage in, and contribute to respectful and productive dialogue in English.
- Demonstrate the ability to follow general communication/interactional rules in



English and while being also creative.

- Process and interpret appropriately the cultural, aesthetic as well as ethical values embedded in the English language and culture. Protect the rights of intellectual property.
- Show respect to the diversity and multiplicity of cultures.

4. Mathematical Competences

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

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

5. Social and Civic Competences

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

- Engage competently and responsibly in their private, public and professional lives based on the understanding of their local and wider environments and how they function (i.e. the structures, culture, practices, rules and expectations) as well as their role therein as active citizens volunteering and participating in the service of their community and country.
- Cope actively with multicultural differences and constructively and positively deal with issues of diversity and differences.
- Show respect for their own rights and the rights of others, regardless of their ethnicity, language, culture, religion, gender, age, social and educational background and economic status.
- Respect all types of social organizations and systems.
- Respect social and cultural beliefs of others and reject all types of intolerance, extremism and racism.
- Show responsibility for themselves, for others, for society and for the environment.
- Demonstrate initiative and take decisions, fulfil duties and obligations, being aware of, and acknowledge the consequences of personal and collective actions.
- Connect the causes to the result of different social phenomena and processes and be

aware of their consequences.

- Actively and responsibly exercise their rights that do not conflict with the respect of the rights of others.
- Demonstrate through concrete action the spirit of citizenship and care for public interest.
- Value diversity and demonstrate tolerance, respect, and inclusive attitudes.
- Manage and solve conflicts constructively.
- Participate in democratic decision making at all levels in families, schools, local communities and neighbourhood activities, as well as in local and national political processes.

- Practice and promote human values and principles in daily life (i.e. respect of personal dignity. fighting against prejudices and discrimination of all kind. fighting poverty and marginalization. promoting gender equality).
- Protect the natural and man-made environment and contribute to sustainable growth and development.

6. Scientific, Technological and Digital Competences

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

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

7. Personal Development and Learning to Learn Competences

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

- Demonstrate, through action, their understanding to learn throughout life.
- Use and manage information correctly, critically, creatively and responsibly.
- Determine the most suitable learning methods and strategies for themselves.

- Improve own learning styles.
- Determine priorities and learning objectives.
- Show initiative, assess risks and handle obstacles to learning.
- Build on, and apply prior learning and experiences.
- Use all appropriate resources for the full development of their own individual potential and the potential of others from the perspective of a holistic approach.
- Appropriately balance the intellectual, emotional and motional components of their personality, reinforcing their self-confidence and self-esteem, positive motivation and the capacity to make proper use of their attributes, while respecting and valuing the attributes of others.
- Correctly identify and use their own strengths and weaknesses, build on strengths and work to overcome weaknesses.
- Make informed choices and decisions about health, diet and physical culture and exercise.
- Pursue personal life plans and projects and assess whether and how goals were achieved.
- Act autonomously and responsibly, with the full awareness of consequences.
- Recognize and manage their emotions.
- Relate to, co-operate with and empathize with others.
- Manifest compassion and tolerance toward others.
- Initiate, maintain, and sustain healthy relationships with others, including with individuals from diverse backgrounds.
- Overcome prejudices and compromises that might affect others' interests.
- Manage stress, anger, traumas and resolve inter-personal conflicts constructively.
Observe and apply the rules of good behaviour and ethics in various situations.
- Take responsible choices regarding future life and profession according to individual needs and the benefit of their society.
- Link harmoniously theoretical knowledge to practical activities, displaying a positive attitude towards learning.
- Apply acquired knowledge and skills from all school subjects to further studies, in work, as well as in their public and private lives.
- Recognize and use realities, creativity, aesthetic values of music, art and all areas of Kuwaiti cultural expression, as well as of other world cultures.
Promote Islamic values and national identity through artistic expressions at national and international level.

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

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

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

projects that have economic and financing impact;

- Manage resources, time, people and their environment productively and responsibly;
- Work cooperatively with others, share and manage conflicts;
- Act autonomously and responsibly, showing initiative and assessing risks;
- Evaluate own work and reflect critically on aims and purposes;
- Use in their interest information on career choice and development, develop individual career; plan and follow it consequently while adapting it to changing individual and social settings;
- Demonstrate openness and potential for learning to live together and promote the principles of sustainable development;
- Show curiosity and inquisitiveness and demonstrate positive and constructive attitudes towards differences;
- Create, innovate, and interact with others through developing art productions in a variety of art fields;
- Exercise their rights and responsibilities within the family, different communities, the work place, and public life;
- Contribute to preserving the environment and to sustainable development at local and global levels.

