


State of Kuwait



KUWAIT NATIONAL CURRICULUM
Primary Education

Curriculum and Standards
English

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Foreword:



The Curriculum for English Language in Primary Education (Grades 1 through 5) is an integral part of the overall Kuwait National Curriculum. On the one hand, it describes the system of learning experiences English Language offers to students in the first five years of their schooling. On the other hand, the document highlights the ways in which English is connected to other subjects of the National Curriculum, contributing, all together, to the full development and personal growth of the students to the level of achievement established in the National Curriculum for the end of Primary Education.

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

This document aims at supporting you to reflect on the current curriculum, explaining how the new curriculum can support you to improve the learning outcome of your students based on national and school-based priorities. The new curriculum is also meant to guide discussions with your colleagues, and stimulate your own thinking. Such reflection can offer tangible support to help to improve your everyday classroom practices and assure better learning for your students.

The present Curriculum document is structured in three parts:

- The first presents the essentials of primary education in the new National Curriculum.
- The second introduces the new curriculum for English Language.
- The last part offers suggestions to teachers and school principals for implementing the curriculum.



Part I

Curriculum and Standards for Primary Education

1. Curriculum for Primary Education: A component of the Kuwait National Curriculum

1.1. Kuwait National Curriculum

The Curriculum for Primary Education (Grades 1-5) is defined as the overall system of the subject curricula and standards for Grade 1 to 5 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 from Kindergarten to Grade 12 by relevant educational institutions. Therefore, the Kuwait National Curriculum defines, by necessity, what students should know, be able to do, and how they are expected to reflect their attitudes as values-oriented human beings as a 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) and for all school subjects 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.



A. Conceptual Foundations

The new Kuwait National Curriculum is conceptually a competence- and standards-based curriculum that aims at gradually developing in students a coherent system of competences that can be measured by means of curriculum and performance standards.

The Kuwait National Curriculum Framework and the subject curricula include:

- (a) Key competences at the end of Grade 12;
- (b) General competences; and
- (c) Specific competences (see Annex 1 for their definitions; see Annex 3 for the list of key competences).

Each subject curriculum is built having in view:

- Curriculum standards; and
- Performance standards (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;
- Teaching and learning materials, including the textbooks, etc.

The Curriculum Statements have the role to “lead” the whole curriculum in terms of processes and products, including the subject curricula and standards. They determine, in a concrete way, the What?, Why?, and How?, based on what rationale, in which order and, last but not least, for what benefits children and students learn in Kuwait education.

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

1.3. Subject Curricula

The Subject Curricula and Standards for all stages of education, Primary 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 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 5. 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 from Grades 1 to 5
- Performance Standards to be achieved by the end of Grade 5
- Scope and Sequence of the curriculum and standards from Grades 1 to 5
 - Overview of the progression of the specific competences developed through the subject in Grades 1 to 5
 - Grades 1 to 5:
 - General and Specific Competences developed, grade by grade with examples of learning activities and curriculum standards;
 - Learning content.

2. Curriculum for Primary Education: Specific characteristics

2.1 Primary Education: What is it all about?

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

Early Childhood and Pre-School Education are regarded as a period of rapid and substantial physical, cognitive, emotional and social development for 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. The aim of education at this age is also to stimulate the child's creativity and enthusiasm in approaching new experiences and facing real-life situations.

The transition from Early Childhood and Pre-School Education to Primary Education is supported when the school:

- Fosters the child's relationships with teachers and other children, and enhances the child's identity;
- Builds on the learning experiences that the child brings with him/herself;
- Correlates the child's experience in school and in real life experiences;



- Welcomes the family and the community as partners in the educational process.

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 matters, 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 is nurtured with special attention to building up positive attitudes towards learning so that children become aware of their potential and have a chance to fully develop different dimensions of their personality.

The subject curricula for Primary Education, including the Art Education Curriculum, take into account all these aspects, reflecting them at the level of the general and specific competences they aim at developing with students during the school years.

2.2 Statement of student's outcomes at the end of Primary Education

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

Quranic Studies

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

- Memorize the Holy Quran in a meaningful, active and participatory manner so that they understand the profound meaning of the Holy message contained in the Quran;
- Foster students to understand the Islamic verdicts and beliefs that are based on reason, evidence and Holy Scriptures;
- Observe and describe the beauty of the Quran Arabic language;
- Appreciate Islamic worship by mastering different skills needed to perform the messages from the Quran correctly.

Islamic Education

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

- Identify the pillars of the Islamic faith;
- Discover the impact of adherence to Islamic behaviors and morals on the individual and on the society;
- Perform the ablutions and prayers properly and abide by appropriate Islamic behavior;
- Link daily behavior to Islamic values derived from the Prophet's Her/historical Biography;
- Communicate and interact positively with others;
- Elicit Islamic principles and values from the events of Islamic her/history;
- Apply Islamic ethical rules in daily life situations;
- Follow the ways of living of the Prophet (PBUH) and her/his Companions;
- Show the advantages of worship and its impact on the individual and the society;
- Assume responsibilities earnestly and efficiently.

Arabic Language

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

- Use basic skills of reading and writing in standard Arabic;
- Apply basic reading strategies in Arabic to comprehend different texts selected as being appropriate to their level of comprehension;
- Use basic ways of listening and speaking in Arabic that are appropriate to their age ;
- Apply basic writing strategies in Arabic to express feelings, ideas and opinions or to articulate their imaginary Worlds;
- Use Arabic with confidence for different purposes in age-appropriate communicative activities;
- Transfer the communicative skills acquired in Arabic Language classes during Grades 1 to 5 to the study of other languages and other school subjects;
- Use experience, knowledge and skills from other domains they explore during Grades 1 to 5 to enhance their learning of Arabic grammar and to enable them to understand a variety of oral and written texts from literature, the media and everyday use ;
- Appreciate standard Arabic and be aware of its role in their personal development.



English Language

By the end of primary school, students who have fully developed their competences in English Language are expected to achieve level A2 as defined in the Common European Framework of Reference of Languages:

- Understand basic, standard English speech when it is carefully articulated and spoken slowly and clearly;
- Understand everyday English language expressions and recognize familiar words and basic phrases concerning themselves, their family, their school, basic facts about their country and immediate concrete surroundings or needs when people speak slowly and clearly and include appropriate pauses to allow them to get the meaning;
- Participate confidently in exchanges of questions and answers in English about familiar topics;
- Speak with appropriate speed and expression to communicate in English what is being said, using different voice levels when speaking in a variety of situations;
- Show interest in reading various age-appropriate materials in English;
- Read and comprehend both fiction and non-fiction age-appropriate texts in English using skills and strategies of the reading process to make basic and reasonable predictions, suggesting a suitable title or ending to a story, inferring information and word meaning from a basic text using context clues;
- Compose well-constructed, grammatically, semantically and sequentially correct sentences in English in short paragraphs in a minimum of six sentences about their own experiences using proper writing strategies with the help of guide questions, words and pictures.

Mathematics

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

- Perform basic operations with whole numbers and decimal numbers;
- Identify and describe basic properties of geometrical shapes;
- Use ad-hoc and standard units to measure and compare lengths, weights, capacities and volumes;
- Use time and money in everyday-life's basic problem-solving situations;
- Investigate and solve straightforward, basic problems using methods at hand, including basic graphs and diagrams for representing data, in the surrounding environment and in basic mathematical contexts;



- Use logic and reasoning to answer questions, clarify ideas, respond to instructions, engage in constructive discussions with classmates and the teacher, to develop an oral or written plan for explaining approaches in solving and posing problems;
- Show curiosity and pleasure to discover and employ patterns based on fast recall of number facts and basic mathematical strategies;
- Demonstrate confidence and perseverance in approaching problems using tools at hand to evaluate the rational nature of answers;
- Show interest in learning from others and in helping others in problem-solving activities.

Science

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

- Observe and explore the scientific World around them related to living organisms, natural phenomena, science-related technology and their connections with learning in other subject areas appropriate to their age group;
- Use observational skills adapted to their level of understanding to seek basic explanations for behavior related to basic needs, habitats, development and survival through a study of living organisms, including themselves;
- Undertake basic investigations appropriate to the level of grade 5 using basic scientific instruments and equipment appropriate for the level of the students on phenomena associated with the weather, the soil, the water cycle and energy changes;
- Formulate basic values and concerns relevant for their age group, associated with health, safety, care of nature and the environment;
- Communicate, in a way that may be expected from their level of knowledge, about the Earth's upper atmosphere, our solar system and interrelated technologies for exploring space or supporting modern life.

Social Studies

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

- Describe the main characteristics of the State of Kuwait, as compared to other countries;
- Distinguish between the rights and duties of children as individuals living in the current day society;
- Interact within social groups according to rules, laws and regulations;



- Behave morally in everyday life situations;
- Make and assume basic decisions in familiar contexts.
- Use various means for communicating adequately with peers and adults;
- Contribute to reserving local and national resources;
- Respect and preserve the national heritage of Kuwait ;

ICT

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

- Explore and manage information correctly, critically, creatively and responsibly;
- Choose and use digital tools for their appropriate purposes in everyday life situations;
- Use digital tools creatively and responsively for communicating, producing, processing, analyzing, sharing and presenting information based on their level of knowledge;
- Identify and recognize digital devices and tools by functions;
- Install basic computer tools relevant to their age, for example a text and graphic editor, computer games and multimedia;
- Initiate innovative basic learning models and projects based on their level of learning;
- Use digital tools in a safe and ethical manner.

Art Education

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

- Enjoy experiencing visual arts through seeing and producing art examples that are appropriate to the age level of the students;
- Recognize the elements of the visual arts, including line, form, color and texture in artistic works that match their level of understanding;
- Create art in a variety of media including sketching, drawing with colored pencils, cutting colored papers and making art with any form of available materials to bring out the student's imagination and creativity in and outside the school;
- Be aware of and enjoy the most common art traditions in Kuwait and other parts of the Arab World throughout her/history;
- Appreciate ways the arts serve to instill Islamic principles and develop a feeling of national unity.



Music Education

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

- Enjoy experiencing music appropriate to the students' age, through listening and performing;
- Recognize the elements of rhythm, melody, form and harmony in basic music appropriate to their level of learning;
- Be able to perform vocally, and on a variety of basic music instruments to a level of proficiency matching their level of learning;
- Be aware of and enjoy the most common music traditions of Kuwait and other parts of the Arab World as they serve to communicate traditions of interest to them at their age level;
- Employ current technological devices such as computers and tablets to their World of music-making and music information gathering.

Physical and Health Education

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

- Enjoy experiencing physical activity through participating in and observing other people doing sporting events;
- Understand rules and regulations related to sport activities appropriate to their age interests;
- Perform physical activities appropriate to their age and physical capability that include controlling a ball, controlling rolling and jumping and controlling movements with a hoop in a number of ways;
- Understand the benefits of good health activities and apply these activities in their daily lives;
- Understand a variety of sports safety issues and apply them in sport activities appropriate to their age;
- Relate well, in a good sporting ways, with other team mates and/or sport competitors when winning or losing a sporting event;

Practice good motor skill activity to develop good physical fitness and abilities needed for a productive life in a strong and healthy Kuwait.



Part II:

Curriculum and Standards for English in Primary Education

1. Rationale

1.1 English Language

In the current world, English is more than “one of the foreign languages” studied in schools. As a “common language” of ‘Globalization’, the ‘Knowledge Economy’ and the ‘Digital Age’, English is part of the “key competences” needed, by all means, for personal and social fulfillment and growth. It's also part of a person’s contemporary “functional literacy”. Without it, it is difficult to educate successful citizens of Kuwait and the World. This is an important paradigm shift that gives English a special part to play in educating our children. Therefore, the study of English should leave behind the old-fashioned skill-drill method, as well as its heavily textbook-oriented approach, shifting decisively towards a functional and real-life ‘needs outlook’.

As a school subject, English encompasses the systematic study of a system of communicative competences, with a view to contribute to the mastery of different communication and expression tools of the most important human language in the world in the domains of science, commerce, technology, and education. The subject matter is aimed at facilitating a coherent and comprehensive approach to the acquisition of knowledge and communication skills as well as basic values, attitudes and cultural awareness related to English from Pre-school education to grade 12.

In this context, the English subject curriculum also explores the potential correlations of the subject, with its above-discussed new status and, in higher grades, with a series of cross-cutting issues such as ‘Intercultural Education and Communication’, ‘International Relations’, ‘Human Rights’ and Citizenship Education’, ‘Media Education’, ‘Peace Education’, and ‘Education for Sustainable Development’.

1.2 The Goal of Teaching English

The detailed use of various communicative competences associated to the study of English aims at supporting students to manage real-life situations and problem solving when listening to, speaking, writing or reading in this language. This subject also contributes widely to the development of the student’s regional, Arab Gulf, and global identity, the sense of belonging to the wider present-day world, and the capacity for cross-cultural understanding and appreciation in order to manage diversity and differences peacefully and productively.

Therefore, the English Language Curriculum aims to:



- Develop students' language awareness regarding English, and their knowledge/skills and attitudes of using the language in listening, speaking, reading and writing, as well as in studies in different communicative settings.
- Transfer the learning skills from English to the study of other foreign languages
- Develop media-related skills.
- Foster students' knowledge, skills and attitudes towards the values, beliefs and traditions of other cultures.
- Achieve students' accuracy of usage and fluency of using English for social and academic communicative functions.

1.3. Organization of the English Language Curriculum

English is taught from grade 1 to 12. Its overall scope is, on the one hand, to support students to understand oral and written texts (through listening and reading) and, on the other, to produce (oral and written) texts by participating as individuals or members of a group in a variety of communicative activities. By the end of grade 12, students should achieve level B2 of the Common European Framework of Reference for Languages (CEFR).

In this larger perspective, the learning process in grades 1 and 2 should mostly be of an intuitive nature, so that students have a large range of opportunities to develop communication skills specific to level A1 in the CEFR. Therefore, at this level, everyday realities should inspire a mostly oral approach. This does not mean a total lack of reading and writing, but at this stage the development of these two essential skills should go hand in hand with the learning of the student's 'mother tongue', the Arabic language. Grades 3-5 might offer a most important role to reading and writing, but all Primary education should be based on a "learning by playing" approach, where role play, simulation and outdoor activities are encouraged by means of a genuine real-life and needs-oriented approach. At the end of grade 5 students should develop communication skills specific to level A2 in the CEFR.

As such, it is conceived that, students in grades 6 to 9 can understand the main points of clear and simple spoken English on familiar topics regularly encountered at school, during leisure time, etc.. can deal with most situations likely to arise whilst travelling in an area where the English language is spoken. can produce simple connected texts on topics which are familiar or of personal interest. can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans. Therefore, by the end of grade 9 students are expected to reach level B1 of CEFR.

In Grades 10 to 12, students can comprehend the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their fields of interest or specialization. can interact with a degree of fluency and spontaneity with native speakers. can produce clear, detailed texts on a wide range of subjects, and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Consequently, it is recommended that in higher grades English be studied together with elements of the



corresponding culture. At the end of grade 12, students are expected to reach level B2 of CEFR.

The following table illustrates the levels of achievement Kuwait students are expected to attain at different stages according to the CEFR:

Stages of Education	Grades	CEFR Levels
Primary	1-2	A1
	3-5	A2
Intermediate	6-9	B1
Secondary	10-12	B2

While studying English, students use, and enjoy every-day language and elements of culture, communicating orally, visually, and/or in writing. The teaching and learning of English is envisaged, from the student's beginning of the study, as a means to equip learners with an important tool for communication, learning and accessing information, as well as a means of accessing and being a part of regional and international labor markets. It is also a means to foster cultural awareness and intercultural understanding and to comprehend the broader concepts of current, multi-layered identities shaped by complex factors such as the interdependencies of local, national and international contexts, the media, and the increased mobility of people, goods, services and capital across borders.

Based on the balanced presence in the subject curricula of elements of language taught in a functional way – and elements of culture, by the end of Secondary learning, students will develop competences to:

- Use English in a correct, fluent, creative and personal way.
- Express ideas and feelings, engage in productive dialogue and use English effectively in oral and written forms of communication.
- Use media in English to understand the surrounding world.
- Appreciate cultural creations of other people.
- Access local and international labor markets more easily.
- Interact effectively in a variety of situations.
- Obtain and make use of information from a variety of sources and media.
- Present information in an organized manner.
- Appreciate literate and non-literate cultures and the nature of language.
- Communicate with others skillfully, appropriately, and effectively for a variety of purposes.
- Develop critical thinking, problem solving, scientific thinking and organizational skills.
- Develop necessary foundations to pursue higher education e-learning, cooperative learning and team spirit.

The General Competences developed through English Language (as presented below) cover in an integrated way: (I) Knowledge. (II) Skills. and (III) Attitudes and Values including tolerance, respect, curiosity and perseverance.

The curriculum architecture of English Language as a subject matter is built on a set of general competences broken down under the section Scope and Sequence into specific competences, examples of learning activities recommended to be carried out in the classroom, as well as underlying curriculum standards.

2. General competences developed through the study of English

- 1-** Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension.
- 2-** Speaking by using strategies of individual and interactive speech in a variety of communicative contexts.
- 3-** Reading and viewing a range of texts by means of different strategies in a variety of contexts.
- 4-** Writing a range of texts adapted to a variety of communicative purposes.

3. Performance standards to be achieved by the end of grade 5

By the end of primary school, students who have fully developed their competences in English Language are expected to achieve level A2 in the Common European Framework of Reference for Languages. In general, they should be able to:

- Understand simple, standard English speech when it is carefully articulated and spoken slowly and clearly.
- Understand everyday English language expressions and recognize familiar words and basic phrases concerning themselves, their family, their school, simple facts about their country and immediate concrete surrounding or needs when people speak slowly and clearly and include pauses to allow them to understand the meaning.
- Participate confidently, and speak with appropriate speed and expression to communicate in English what is being said using different voice levels when speaking about familiar topics in a variety of situations and routine exchanges.
- Show interest in reading various age-appropriate materials in English.
- Read and comprehend both fiction and non-fiction age-appropriate texts in English using skills and strategies of the reading process to find simple and predictable information make simple and reasonable predictions, suggesting a suitable title or ending to a story, inferring information and word meaning from a simple text using context clues.
- Compose grammatically, semantically and sequentially correct sentences in English in short paragraphs in a minimum of six linked sentences about their own experiences or familiar topics using proper writing strategies with the help of guide questions, words and pictures.



More specifically, the performance standards expected at the end of grade 5 are the following:

General Competences	Performance Standards
<p>1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension</p>	<p>By the end of grade 5, students who have fully developed their competence to listen to oral messages by means of different strategies in a variety of contexts for effective comprehension, as described in the primary curriculum, are able to:</p> <ul style="list-style-type: none"> • Understand simple, standard speech when spoken slowly, clearly and carefully articulated. • Understand everyday English language expressions and recognize familiar words, basic phrases concerning themselves, their family, and school, simple facts about their country and immediate concrete surroundings or needs when people speak slowly and clearly and include pauses to allow them to get the meaning. • Identify the topic of discussion when it is conducted slowly and clearly and identify the main point in short, clear, simple messages and announcements. • Understand simple directions and instructions to fulfill a variety of tasks.
<p>2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts</p>	<p>By the end of grade 5, students who have fully developed their competence of speaking by using strategies of individual and interactive speech in a variety of communicative contexts, as described in the primary curriculum, are able to:</p> <ul style="list-style-type: none"> • Produce simple, clear and audible speech using an understandable language to communicate ideas, experiences, preferences, questions and conclusions in a logical sequence, and express their wants, feelings and needs using expressions and dramatizations when appropriate. • Participate confidently in short conversations about familiar topics and routine exchanges. • Give simple descriptions or presentations that include at least five linked sentences about familiar experiences or topics of interest (local environment, healthy habits) using proper and clear language. • Retell events in sequential order, and give information about a story using familiar, specific and appropriate vocabulary. • Speak with appropriate pace and expressions for the purpose, using different intonations when speaking in a variety of situations.

2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts

By the end of grade 5, students who have fully developed their competence of speaking by using strategies of individual and interactive speech in a variety of communicative contexts, as described in the primary curriculum, are able to:

- Produce simple, clear and audible speech using an understandable language to communicate ideas, experiences, preferences, questions and conclusions in a logical sequence, and express their wants, feelings and needs using expressions and dramatizations when appropriate.
- Participate confidently in short conversations about familiar topics and routine exchanges.
- Give simple descriptions or presentations that include at least five linked sentences about familiar experiences or topics of interest (local environment, healthy habits) using proper and clear language.
- Retell events in sequential order, and give information about a story using familiar, specific and appropriate vocabulary.
- Speak with appropriate pace and expressions for the purpose, using different intonations when speaking in a variety of situations.

3. Reading and viewing a range of texts by means of different strategies in a variety of contexts

By the end of grade 5, students who have fully developed their competence of reading and viewing a range of texts by means of different strategies in a variety of contexts, as described in the primary curriculum, are able to:

- Read short texts and understand contexts clues to get the overall meaning and to derive the probable meaning of a variety of grade level words related to familiar topics (my family and home, town and around, my country Kuwait, my leisure time, healthy habits, the Arab world, special occasion).
- Recognize simple expressions of various familiar speech acts "apology, gratitude, greetings, likes and dislikes....etc." in different reading materials.
- Read properly, and expressively appropriate grade level texts using intonation, expression and punctuation cues.
- Find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.



	<ul style="list-style-type: none"> • Show interest in reading various age-appropriate materials. • Read and understand fiction and non-fiction age-appropriate texts using skills and strategies of the reading process to make simple, reasonable predictions, suggesting a suitable title or ending of a story, inferring information from a simple text using context clues.
<p>4. Writing a range of texts adapted to a variety of communicative purposes</p>	<p>By the end of grade 5, students who have fully developed their competence to writing a range of texts adapted to a variety of communicative purposes, and described in the primary curriculum, are able to:</p> <ul style="list-style-type: none"> • Compose well-constructed grammatically, semantically and sequentially correct sentences/ short paragraphs in a minimum of five sentences about their own experiences, hobbies, events, travelling, self, jobs, daily routines, families.) using the proper writing strategies with the help of guide questions words and pictures. • Produce a legible style of handwriting in cursive and use rules of capitalization and punctuation correctly. • Use spelling rules to assist in spelling words individually and in a text. • Write numbers from 1-100 in digits and words correctly.

4. Scope and sequence

4.0 Overview of the specific competences for English – Grades 1 to 5

General Competences	Specific Competences for Grade 1	Specific Competences for Grade 2	Specific Competences for Grade 3	Specific Competences for Grade 4	Specific Competences for Grade 5
	Dominant Topics for Grades 1 to 5				
	Me, My Home and My School	Me and My Neighborhood	Me and My Country	Our World	The Universe
1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension	A range of language realities 1.1. Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations	1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults	1.1. Listening to simple (narrative or descriptive) oral messages and identifying the main information they convey	1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)	1.1. Listening to various narrative texts with randomly structured sequences, and putting them in the right order.
	A range of operations 1.2.1 Distinguishing initial, medial and end sounds in simple words as well as understanding their meaning while/after listening	1.2.1 Distinguishing words in phrases and simple sentences by focusing attention while and after listening	1.2.1 Paying attention while listening to spoken or recorded texts in order to answer simple questions about specific details	1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives	1.2.1 Listening to recognize the relationships between words and sentences and understand the meaning of short texts



	1.2.2. Following simple instructions given by the teacher in the classroom	1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences	1.2.2. Listening to simple instructions given by the teacher and peers: understanding and reacting properly to the meaning of the main prepositions indicating location	1.2.2. Listening to differentiate between statements vs. questions or instructions based on intonation	1.2.2. Listening and properly reacting to complex instructions containing active verbs, prepositions and, words indicating location etc.
	A range of attitudes 1.3. Listening respectfully to the speaker	1.3. Listening respectfully to others and observe turn taking when they talk	1.3. Listening respectfully to others and maintain attention and eye contact.	1.3. Showing interest and respect when listening to materials from different sources for different purposes appropriate to his/her age	1.3. Showing interest in various listening materials from different sources and for different purposes formulating opinions or reasons for a certain statement
	A range of connections 1.4. Identifying numbers from 1-20 in a listening text	1.4. Identifying Arabic words related to Islam in a listened text	1.4. Identifying simple references to Islamic events and occasions in a clearly articulated listening text	1.4 Identifying and understanding oral instructions related to different activities	1.4. Identifying certain facts about old and modern Kuwait and its role in the World



2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts	A range of language realities 2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech	2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings	2.1. Talking about grade level topics using simple language, and responding verbally to queries and instructions addressed clearly by adults or peers	2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school	2.1. Communicating with others using language learned in grades 1 to5 and different language functions appropriate to the situation
	A range of operations 2.2. Responding to simplecommunicative situations in mini dialogues related to everyday topics	2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics	2.2. Using simple conversational strategies (such as questions , answers and role play)in order to share ideas	2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations	2.2. Communicating actively and responding verbally to others when describing leisure and social events, asking for help, feedback and clarification when needed
	A range of attitudes 2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences	2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers	2.3. Speaking respectfully and confidently to others in simple situations	2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentencesin simple clear sentences	2.3. Sharing information, opinions and questions while speaking in public



	<p>A range of connections 2.4.Using the knowledge and abilities acquired in other subjects when producing sounds of English or speaking about their family or school</p>	<p>2.4. Using their knowledge and abilities acquired in other subjects for presenting their native place/ region</p>	<p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about Kuwait</p>	<p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about countries they have visited</p>	<p>2.4.Using their knowledge and abilities acquired in other subjects for making a presentation about our universe</p>
<p>GC3. Reading and viewing a range of texts by means of different strategies in a variety of contexts</p>	<p>A range of language realities 3.1. Reading aloud grade-level words and simple phrases and identifying some of the high frequency words associated with images or symbols</p>	<p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols</p>	<p>3.1. Reading and understanding short paragraphs appropriate to the age group following simple instructions / signs / directions to perform a task</p>	<p>3.1. Reading and understanding simple narrative and informative texts(emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p>	<p>3.1. Reading grade level narrative and short informative texts for a variety of purposes (reading for information, or pleasure)</p>

	<p>A range of operations 3.2. Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p>	<p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p>	<p>3.2. Reading simple texts with proper intonation related to basic punctuation marks</p>	<p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration and punctuation marks</p>	<p>3.2. Reading grade level short narrative and informative texts to determine the main idea, the theme of a text and draw simple inferences and conclusions</p>
	<p>A range of attitudes 3.3. Handling books respectfully and appropriately</p>	<p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</p>	<p>3.3. Showing interest for reading and relating a text to personal experience</p>	<p>3.3. Showing interest and curiosity towards reading various materials</p>	<p>3.3. Showing interest and curiosity while reading different texts, (fiction/nonfiction) and expressing his/her opinion related to them</p>
	<p>A range of connections 3.4. Reading English letters, frequent words, and Arabic digits they come across in familiar contexts</p>	<p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects</p>	<p>3.4. Reading and understanding short texts about places in Kuwait/Islamic events</p>	<p>3.4. Reading short texts about other countries in the world</p>	<p>3.4. Reading and understanding short scientific texts to describe the universe</p>

GC 4. Writing a range of texts adapted to a variety of communicative purposes	A range of language realities 4.1. Writing letters/simple words and using drawings to indicate objects or feelings	4.1. Building correct simple sentence structure	4.1. Writing simple and correct sentences to express self, feelings and personal experience with the help of guide words and pictures	4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly	4.1. Writing a short text starting from pictures and resorting to teacher's guide questions correctly
	A range of operations 4.2 Staying on topic while Writing words and Drawing pictures related to an assigned topic with the support of the teacher	4.2. Writing from left to right using basic punctuation marks correctly	4.2. Writing simple sentences and phrases using spelling strategies with a legible handwriting	4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks	4.2. Producing a guided simple short paragraph/story , using correct spelling strategies, punctuation marks and grammatical rules in different formats with cues
	A range of attitudes 4.3. Following simple written pattern and handling project tools neatly with teacher's support and guidance	4.3 Writing from left to right neatly	4.3. Showing interest and pride in presenting neat written work	4.3. Showing interest in writing a short paragraph about different topics	4.3. Showing interest in writing a short text about different topics
	A range of connections 4.4 Drawing simple objects from nature	4.4. Completing a picture on a grade related topic and labeling it	4.4. Writing words and sentences using simple text formats	4.4. Completing a map with the name of streets, town or villages, and their knowledge of their native region	4.4. Writing words and sentences in English about good behavior in public places



4.1 Grade 1

4.1.1 Competences, Learning Activities and Curriculum Standards

General Competences	Specific Competences	Examples of Learning Activities	Curriculum Standards
1	2	3	4
<p>GC 1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension</p>	<p>A range of language realities</p> <p>1.1. Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p>	<ul style="list-style-type: none"> • Listen to and reproduce simple high frequency words, heard in short oral messages - related to self, family and school. • Listen to the teacher and point at/match high frequency words related to the images of the body, family members – school objects. • Listen to answer questions/respond to instructions • Listen to "ABC" songs as well as phonic Songs/chants/games and reproduce them to consolidate the personal mastery of specific sounds and other phonic features of English. • Play a critical thinking guessing game (E.g. E.g.: Guess the sound heard from different sources) 	<p>Students are able to:</p> <p>1.1.Recognize words, phrases, instructions heard from natural sources (e.g. different persons’ speech recorded material)</p>



General Competences	Specific Competences	Examples of Learning Activities	Curriculum Standards
1	2	3	4
	<p>A range of operations</p> <p>1.2.1 Distinguishing initial, medial and end sounds in simple words as well as understanding the meaning of these words while/after listening</p>	<ul style="list-style-type: none"> • Raise their hands when they hear initial/final sounds in simple words said by the teacher • Listen to a short text and circle some letters • listen to the word and point to the letter required on the board, draw a picture representing the letter critical thinking • Distinguish sounds which are not represented in Arabic (V, P, Q, X,) 	<p>1.2.1. Recognize the initial, medial and end sounds of simple words and understand their meaning while/after listening.</p> <p>.</p>
	<p>1.2.2.Following simple instructions given by the teacher in the classroom</p>	<ul style="list-style-type: none"> • Follow simple instructions using TPR (Please, stand up! Sit down! Open your notebooks please!). • Create small groups and ask students to practice simple instructions/requests using realism • Listen and draw following instructions (E.g.: write your name next to the star, draw a hat on the boys head, etc(critical thinking) 	<p>1.2.2. Listen to and follow simple instructions related to classroom routines</p>

	<p>A range of attitudes</p> <p>1.3. Listening respectfully to the speaker</p>	<ul style="list-style-type: none"> • Listen and respond to situations expressing interest (through nonverbal communication e.g.: nodding head) and respond respectfully (through short verbal messages: Thank you, excuse me). • Listen to find certain objects (E.g.: find 3 blue balls) (critical thinking) 	<p>1.3. Listen attentively and respond politely to speakers in different situations</p>
	<p>A range of connections</p> <p>1.4. Identifying numbers from 1-20 in a listening text</p>	<ul style="list-style-type: none"> • Listen to and count numbers in English from 1-20. • Listen to and repeat songs related to numbers • Play a game to find a number heard (E.g.: find number 5 using jumbled plastic numbers, collect the same number of similar objects like pencils,/erasers, etc(critical thinking) 	<p>1.4. Identify numbers from 1 to 20 and reproduce them in digits</p>
<p>GC 2.Speaking by using strategies of individual and interactive speech in a variety of communicative contexts</p>	<p>A range of language realities</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech</p>	<ul style="list-style-type: none"> • Participate in simple role play activities in which pupils express likes, dislikes and gratitude (e.g.: I like apples. Give me one, please. Thank you). • Perform mini dialogues properly with the assistance of teachers (What's 	<p>Students are able to</p> <p>2.1. Use appropriate simple vocabulary to indicate/name classroom objects, people and places, food items and other things in short conversations or individual speech</p>

	<p>your name? Hello, how are you?)</p> <ul style="list-style-type: none"> • Describe simple pictures /objects easy for pupils to talk about, using simple adjectives such as hot- big – short – cold (critical thinking) 	
<p>A range of operations 2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p>	<ul style="list-style-type: none"> • Participate in a role play activity with classmates respecting politeness formula e.g.: • A: Can I have your pencil, please? • B: Yes, here you are. • A: Thank you. 	<p>2.2. Use simple language related to everyday topics communicatively in mini dialogues</p>
<p>A range of attitudes 2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences</p>	<ul style="list-style-type: none"> • Perform simple mini dialogues in pairs. • Talk with enthusiasm about themselves, family, and school with others. 	<p>2.3. Use simple words to speak clearly with a positive attitude about different simple topics such as oneself, others, family, school and country</p>
<p>A range of connections 2.4. Using the knowledge and abilities quired in other subjects when eaking about their family or school</p>	<ul style="list-style-type: none"> • Name parts of the body. • Engage in rhyming games and songs that emphasize the patterns of sounds.(critical thinking) • Respond to questions about numbers orally and physically using fingers. • Count classroom objects” (books, pencils etc.). • Formulate some simple sentences about their Islamic identity (I’m a Muslim. I pray in the mosque). • Ask and answer questions in 	<p>2.4. Respond correctly to questions about familiar topics showing knowledge and abilities acquired from other subjects</p>

		<p>simple sentences (E.g. where are you from? I'm from Kuwait. I live in...).</p>	
<p>GC3. Reading and viewing a range of texts by means of different strategies in a variety of contexts</p>	<p>A range of language realities 3.1. Reading grade level words and simple phrases and identifying some of the high frequency words associated to images or symbols</p>	<ul style="list-style-type: none"> • Recognize the relation between sounds and their corresponding symbols. • Match upper case letters with lower case letters. • Underline upper/lower case letters in a sentence • Practice reading by tracking text with fingers. • Follow words from left to right and from top to bottom on the printed page. • Recognize the spacing between words from a printed simple text. • Circle the letter that corresponds to the sound pronounced by the teacher. • Classify items according to shape/colour/food... (critical thinking) 	<p>Students are able to: 3.1. Read grade level and high frequency words and simple phrases clearly with the help of picture cues and symbols.</p>
	<p>A range of operations 3.2. Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p>	<ul style="list-style-type: none"> • Identify where in the book to begin reading. • Discriminate English letters from other shapes and symbols. • Circle certain letters in a list of letters and shapes 	<p>3.2. Read illustrations, pictures, signs and words in written and visual materials.</p>



	<ul style="list-style-type: none"> • Read letters and pronounce sounds of the alphabet using suitable rhythm. • Recognize the difference between Arabic and English language in terms of left right orientation. • Choose pictures that have something in common with the first picture (E.g.: a picture of chicken, egg, sun/ apple, orange, book, etc(critical thinking) 	
<p>A range of attitudes</p> <p>3.3. Handling books respectfully and appropriately</p>	<ul style="list-style-type: none"> • Respond to the teacher when asked to turn pages of their books. • Hold books right-side-up and turning pages one at a time. • Draw items s/he likes/dislikes and explain why. (critical thinking) 	<p>3.3. Handle books appropriately holding them right-side-up and turning pages one at a time from front to back</p>
<p>A range of connections</p> <p>3.4. Reading English letters, frequent words, and Arabic digits they come across in familiar contexts</p>	<ul style="list-style-type: none"> • Classify letters from numbers (critical thinking) • Read numbers in digits from 1-20 in English from different contexts. • Read words related to parts of the body. • Match initials to pictures of body parts (leg, arm, body, finger etc.) • "Odd one out" exercise to distinguish letters from numbers.(critical thinking) • Match objects to numbers. 	<p>3.4. Reading letters, numbers in digits from 1-20,and grade level words</p>

GC 4. Writing a range of texts adapted to a variety of communicative purposes	A range of language realities 4.1. Writing letters/simple words and using drawings to indicate objects or feelings	<ul style="list-style-type: none"> • Prewriting activities • letter tracing and writing • Draw pictures of objects that have names beginning with the same initial sound.(critical thinking) • Write words under pictures provided by the teacher. 	Students are able to 4.1. Write letters/simple words and use drawings related to topics/themes learned in school to indicate objects or feelings
	A range of operations 4.2. Staying on topic while Writing words and drawing pictures related to an assigned topic with the support of the teacher	<ul style="list-style-type: none"> • Draw and colour shapes. trace and draw zigzag lines. copy, draw and close shapes from left to right. • Trace and colour some letter shapes and numbers. • Draw certain objects related to a topic such as food, body parts, and school objects. (critical thinking) 	4.2. Stay on topic while performing writing tasks related to a given topic
	A range of attitudes 4.3. Following a simple written pattern and handling project tools neatly with teacher’s support and guidance	<ul style="list-style-type: none"> • Use writing tools to draw human or animal images similar to letters such as Write the letter S and draw in physical characteristics of a snake. (critical thinking) • Write letters and then combine them in a simple word or sentence. 	4.3. Follow a simple written pattern and Handle project tools neatly and in an organized manner on their own (pencils , papers, colours, glue, plastic scissors, pictures)
	A range of connections 4.4. Drawing simple objects from nature	<ul style="list-style-type: none"> • Draw different objects randomly and classify them. (critical thinking) • Draw from memory letters that are in the name of famous companies under pictures provided by the teacher: KFC, M, etc. 	4.4. Draw simple figures, images and shapes and label them



4.1.2 Suggested Learning Content

Topic (Theme)	Content	List of Items
<p>Me, my home and my school</p> <ul style="list-style-type: none"> • Hello • My body • My family • My house • I like apples • Going to school • What can you see? • Learn about Kuwait • Let's play 	<ul style="list-style-type: none"> • Instructions, presentations, songs, poems and stories about school, child's identity, family, home, country, food, animals, body parts, numbers print in the classroom, short stories, ... • Asking and answering questions, presenting simple information and personal experience, asking simple questions for understanding the texts and responding to them 	<ul style="list-style-type: none"> • Pronouns • Plurals • Model verbs can/can't for ability • Progressive tense • Likes/dislikes • Suggestions • Description • letters of the alphabet with their short and long sounds- , Reading and writing the letters of alphabet • basic terminology and conventions • exercise the proper pronunciation of the sounds and names of the alphabet and some common words and phrases/sentences • direction of words read in English, direction of writing (pre-writing activities , alphabets, numbers, projects..., etc • types of images (drawings, pictures, etc.), handwriting and drawings



4.2 Grade 2

4.2.1 Competences, Learning Activities and Curriculum Standards

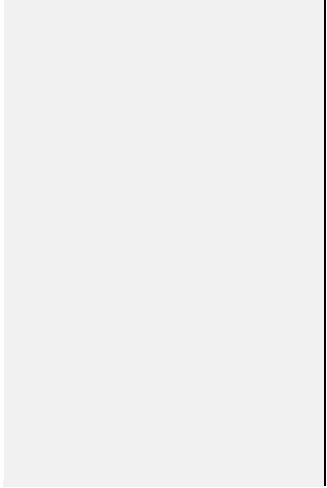
General Competences	Specific Competences	Examples of Learning Activities	Curriculum Standards
1	2	3	4
GC 1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension	A range of language realities 1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults	<ul style="list-style-type: none"> • Recognize and use t familiar sounds, words, simple phrases and simple sentences. • Raise hands when listening to certain words naming parts of body, family members, colours etc. 	Students are able to: 1.1. Understand simple words and phrases spoken by others and respond appropriately to simple instructions given by the teacher
	A range of operations 1.2.1. Distinguishing words in phrases and simple sentences by focusing attention while and after listening	<ul style="list-style-type: none"> • listen and circle theme related pictures/words (critical thinking) 	1.2.1. Recognize words in phrases and simple sentences by focusing attention while and after listening
	1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences	<ul style="list-style-type: none"> • Respond to instructions related to simple, well defined actions specific to school life. • Follow some instructions such as draw a circle, draw a square above the circle(critical thinking) 	1.2.2. Listening to and reacting correctly to spoken or recorded instructions formulated in simple words, phrases or sentences



	<p>A range of attitudes</p> <p>1.3. Listening respectfully to others and observe turn taking when they talk.</p>	<ul style="list-style-type: none"> • Role play: students are asked to create groups of three. one student is asked to talk about his/her family. the others exercise “active listening”. 	<p>1.3. Listen to and show respect to others when communicating and conversing</p>
	<p>A range of connections</p> <p>1.4. Identifying Arabic words related to Islam in a listening text.</p>	<ul style="list-style-type: none"> • Listen to the recorded material and tick pictures related to religion. • Listen to circle the correct picture in a series of pictures when listening to a text about Islam. (critical thinking) • Identify Arabic words such as Ramada, El Aid, Quran, El Hajj, and Mosque in a text. 	<p>1.4. Identify Arabic words related to Islam when listening to different sources with teacher's guidance</p>
<p>GC 2.Speaking by using strategies of individual and interactive speech in a variety of communicative contexts</p>	<p>A range of language realities</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others) responding orally to questions and greetings</p>	<ul style="list-style-type: none"> • Role play: short exchanges in pairs about everyday routine. • participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class (Critical thinking) • Use simple replies and greetings. 	<p>Students are able to:</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics:(going shopping/going to school/going to the zoo.., etc</p>
	<p>A range of operations</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level</p>	<ul style="list-style-type: none"> • Create small groups and describe in turns family members, friends, and well-known buildings in town. – with the help of pictures or other 	<p>2.2. Use words learned to describe grade level topics in a communicative</p>

	topics	resources (critical thinking) • Describe some pictures of places in Kuwait.	situation.
	A range of attitudes 2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers	<ul style="list-style-type: none"> • Exercises related to the use of politeness formulas (in addressing somebody. listening carefully and maintaining the conversation). • Participate in different oral activities about himself, his country (role playing). 	2.3. Maintain a conversation showing confidence and as well as respect to others using the appropriate speech acts (polite requests , etc
	A range of connections 2.4. Using their knowledge and abilities acquired in other subjects for presenting their native place/ region	<ul style="list-style-type: none"> • Listen to the recorded material and tick pictures about Kuwait. • Present their town/region in a poster by using photos, maps, drawings etc. and using words and simple phrases. 	2.4. Use drawings, maps and words to present their town/region.
GC3. Reading and viewing a range of texts by means of different strategies in a variety of contexts	A range of language realities 3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated to images or symbols	<ul style="list-style-type: none"> • Identify pictures of common objects and read the words under the pictures. • Identifying labels with famous companies "McDonald's, KFC, and Hardees". • Segment simple words into sounds. • Read a sheet of paper with the most common letter sounds "long vowel sounds" and combinations (e.g., the, sh, ch, ing). • Read high frequency words 	Students are able to: 3.1. Read aloud simple sentences and texts appropriate to their age identifying high frequency words associated with images and using correct intonation





provided by the teacher from different sources (e.g. newspapers).

- Read simple instructions on a worksheet with images of different objects (E.g.: draw a red circle around food items, put a blue x on things you can wear, etc(critical thinking)

A range of operations

3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing words that begin with similar sounds

- Exercises of listening sounds and finding corresponding letters in a set of cards.
- Having an excursion to the city and finding Latin letters and English writing everywhere.
- Read CVC words that begin with the same initial sound "can - cat – car"
- Exercises to discriminate words that begin with similar problematic sounds such as: b/p - f/v – t/d - m/n

3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable. discriminate words that begin with similar problematic sounds such as: b/p - f/v – t/d - m/n

A range of attitudes

3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers

- Read simple text "two to three words" in turns and observe turn taking.

3.3. Show curtesy and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions

A range of connections

3.4. Reading familiar words and associating them to images, based on their knowledge from other subjects

- Read words and phrases related to daily routine.
- "Read" geometrical shapes of objects and numbers 20-30.
- Solve an odd man out work sheet by reading words and marking an x over the word unrelated to the theme. (critical thinking)
- Read and match numbers with objects in pictures
- Look at shapes "circle and square" and name them.

3.4. Read words and phrases related to topics learned in other subjects with the help of pictures

GC 4. Writing range of texts adapted to a variety of communicative purposes	A range of language realities	<ul style="list-style-type: none"> • Copy and write words and sentences. • Re-order words to form sentences • Write proper names e.g. “classmates“ , days of the week” in a sheet of paper using correct punctuation marks 	Students are able to:
	4.1. Building correct simple sentence structure		4.1. Write simple meaningful sentences with proper Capitalization and punctuation marks correctly
	A range of operations	<ul style="list-style-type: none"> • Write simple words between four lines from left to right. • Complete /correct sentences with punctuation marks. • Use finger spacing between words when writing a simple sentence 	
	4.2. Writing from left to right using basic punctuation marks correctly		4.2. Write simple sentences between four lines using basic punctuation marks
	A range of attitudes	<ul style="list-style-type: none"> • Trace and copy lower case letters and simple words. • Re- order a simple picture story by numbering the pictures clearly and neatly. (critical thinking) 	
	4.3. Writing from left to right neatly		4.3. Write sentences neatly and legibly
	A range of connections	<ul style="list-style-type: none"> • Write names of colours and colouring pictures from Kuwait folk art. • Draw missing parts of a picture and write the word (e.g.: Draw the missing parts of a house and write door/window, etc 	
	4.4. Completing a picture on a grade related topic and labeling it		4.4. Complete pictures on a specific topic and use words to label it.



4.2.2 Suggested Learning content

Topic (Theme)	Content
<p> Me and my neighborhood At the restaurant Going shopping Going to school Going to the zoo And zoo animals Kuwait in the past </p>	<ul style="list-style-type: none"> • Instructions, presentations, directions, songs, stories • Simple rules of politeness, turn taking, listening attentively, not interrupting, short dialogues • Simple open ended questions with "Who/What/Where....." • Counting numbers from 1-30 • Progressive, present tense, • Likes/dislikes • Suggestions • Descriptions • Places • Basic terminality of books and other prints. title, cover, heading, characters, events • Reading a viewing comic strips, books, picture books, fairy tales, and nursery rhymes. • Relative pronouns • All letters of the alphabet, diphthongs, simple punctuation, full stop, capitalization • Combine words and drawings, images,

4.3 Grade 3

4.3.1 Competences, learning Activities and Curriculum Standards

General Competences	Specific Competences	Examples of Learning Activities	Curriculum Standards
1	2	3	4
GC 1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension	A range of language realities 1.1. Listening to simple (narrative or descriptive) oral messages and identifying the main information they convey	<ul style="list-style-type: none"> • Listen to a text and write down how many times a word is repeated, e.g., today(critical thinking) • Listen to a text and – from a set of cards all students have – show up the one that corresponds to the information communicated by the text. (E.g.: listen to a text about Kuwait and raise the picture/word dhow when they hear the word dhow, etc) 	Students are able to: 1.1. Listen to and understand the main information from a simple (narrative or descriptive) oral message
	A range of operations 1.2.1 Paying attention while listening to spoken or recorded texts in order to answer simple questions about specific details	<ul style="list-style-type: none"> • Listen to short texts read by the teacher or recorded and find the main idea (topic/characters names, etc) • Listen to the texts and answer simple pre-questions. • Listen to the texts and answer simple questions related to their topic/main ideas. • Listen to decide whether some sentences are true or false. • Answer MCQ questions related to the spoken/recorded text listened to. • Identify new vocabulary in the listening text and use them appropriately. 	1.2.1. Listen to simple texts and understand them in order to identify the main ideas or some specific details.



	<p>1.2.2. Listening to simple instructions given by the teacher and peers. understanding and reacting properly to the meaning of the main prepositions indicating location</p>	<ul style="list-style-type: none"> • Listen and correctly use the common prepositions of place (eg, in, on, under). • Place objects “books, pencils etc.” according to teacher’s verbal instructions containing prepositions. 	<p>1.2.2. React to simple instructions by means of understanding the meaning of common prepositions of place: “ in – on – under “ etc. used in an oral text</p>
	<p>A range of attitudes</p> <p>1.3. Listening respectfully to others and maintain attention and eye contact</p>	<ul style="list-style-type: none"> • Use simple sentences and nonverbal signs in order to express social conventions (respect, friendship) or likes/dislikes, feelings, emotions etc. 	<p>1.3. Show respect to others while listening to them by using verbal and non-verbal cues (nodding, eye contact, umm, yes, etc.</p>
	<p>A range of connections</p> <p>1.4 Identifying simple references to Islamic events and occasions in a clearly articulated listening text</p>	<ul style="list-style-type: none"> • Identify places with Islamic significance in Kuwait described in a short text. • Tick the name of the event when finding it in a listening text. • Identify the right picture when listening to the description of an Islamic event • Guess the Islamic events when listening to their description.(critical thinking) 	<p>1.4. Identify and understand phrases and sentences about, Islamic events and occasions when delivered clearly and slowly</p>



GC 2.Speaking by using strategies of individual and interactive speech in a variety of communicative contexts	A range of language realities 2.1. Talking about grade level topics using simple language, and .responding verbally to queries and instructions addressed clearly by adults or peers	<ul style="list-style-type: none"> • Use visual clues (including video clips) for talking about grade level topics. • Use greetings, queries and instructions in a communicative situation. 	2.1. Use simple words and phrases to talk about grade level topics. correctly use greetings, queries, instructions
	A range of operations: 2.2. Using simple conversational strategies (such as questions , answers and role play in order to share ideas	<ul style="list-style-type: none"> • Participate in group conversations with peers in subjects related to familiar topics with 2-3 properly structured short sentences. • Ask and answer questions about familiar topics (family, friends etc.). • Use daily conversational routines appropriately – greetings/introductions (e.g. Hi, how are you? /Fine! What do you usually do? I usually get up at six o'clock). • Use words that indicate sequences in time: first, second, then, after, before. • Give clear and simple directions to their peers in order to reach certain places in / out the classroom. • Recognize and use negative and affirmative forms of verbs. 	2.2. Actively participate in simple dialogues using appropriate conversational strategies and other forms of expression in order to communicate with adults and peers



	<p>A range of attitudes</p> <p>2.3. Speaking respectfully and confidently to others in simple situations</p>	<ul style="list-style-type: none"> • Participate and interact in mini dialogues respectfully with others. • Speak politely to others (e.g. Can I borrow your pencil, please?). • Observe simple rules and manners of conversation: e.g. “Do not interrupt other speakers when talking, respect turn taking” etc. 	<p>2.3. Speak respectfully and confidently to others in simple conversational situation using adequate speech acts (polite requests, gratitude, etc,</p>
	<p>A range of connections:</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about Kuwait</p>	<ul style="list-style-type: none"> • Talk about some places in Kuwait. • Talk about some Islamic occasions “Eid & Ramadan.” • Ask and answer questions: What do you like in ...? I like ... do you like [...] / Yes, I do. Why do you like ...? • Use words and phrases to say correct sentences about places in Kuwait. • Discuss in groups and present what they know about Islam, history, literature, arts, music, sports etc. Each group chooses one topic that reflects something important about their country. 	<p>2.4. Use simple sentences to talk about different places or traditions in Kuwait</p>

GC3. Reading and viewing a range of texts by means of different strategies in a variety of contexts	A range of language realities		Students are able to
	3.1. Reading and understanding short paragraphs appropriate to the age group following simple instructions/signs/directions to perform a task	<ul style="list-style-type: none"> • Circle high frequency words in the text. • Identify simple key words related to topics taught "Kuwait festivals, jobs, weather, and health" clearly. • Read an open ended simple text and try to predict the ending. (critical thinking) 	3.1. Read and understand simple short texts appropriate to the age group following simple instructions, signs and directions to perform different tasks
	A range of operations		
	3.2. Reading simple texts with proper intonation related to basic punctuation marks	<ul style="list-style-type: none"> • Read a simple text from various sources: textbook. Cards. Newspapers. Posters. Leaf-lets e-mails, SMS etc using proper intonation and avoid hesitation breaks. • Correct own mistakes while reading. 	3.2. Read short sentences and simple texts from different sources (textbook. cards. newspapers. posters. leaf-lets e-mails, SMS etc.) using proper intonation
A range of attitudes			
3.3. Showing interest for reading and relating a text to personal experience	<ul style="list-style-type: none"> • Read and Discuss in small groups and find out similarities/ differences between experience • Read and express opinions about the text.(critical thinking) 	3.3. Show interest and motivation for reading simple texts aloud, relating them to own experience and expressing personal opinions	
A range of connections			
3.4. Reading and understanding short texts about places in Kuwait/Islamic events	<ul style="list-style-type: none"> • Relate words to certain places in Kuwait. • Read and answer simple questions about Kuwait and its culture. • Read texts that enhance student's pride for Islam. 	3.4. Read simple texts and comprehend facts about places in Kuwait/ Islamic events	



GC 4. Writing a range of texts adapted to a variety of communicative purposes	A range of language realities 4.1. Writing simple and correct sentences to express self, feelings and personal experience with the help of guide words and pictures	<ul style="list-style-type: none"> • Write missing letters in words given by the teacher. • Write words with picture prompts. • Re-order jumbled words to form sentences. • Write simple guided sentences to express favourites, likes, dislikes and basic feelings.(critical thinking) • Complete writing tasks using correct structures/vocabulary with teacher's guidance. 	Students are able to: 4.1. Write simple and correct sentences to express self ,feelings and personal experiences
	A range of operations 4.2. Writing simple sentences and phrases using spelling strategies with legible handwriting	<ul style="list-style-type: none"> • Copy and write simple words and sentences. • Write simple sentences following proper rules of handwriting (spacing between lines, words and sentences). • Use spelling strategies in order to spell words correctly. • Use capitalization correctly (at the beginning of proper names - days of the week, months, people. beginning of sentences). • Use basic punctuation marks correctly (full stops /question marks at the end). <p>Complete a sequence of pictures in a grid provided on a worksheet by drawing and writing what will happen next. such as a picture of people getting ready for prayer then pupils guess and draw what happens next(critical thinking)</p>	4.2. Write simple words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies

	<p>A range of attitudes</p> <p>4.3. Showing interest and pride in presenting neat written work</p>	<ul style="list-style-type: none"> • Write simple sentences neatly, with picture prompts 	<p>4.3. Write simple guided sentences between four lines neatly.</p>
	<p>A range of connections</p> <p>4.4. Writing words and sentences using simple text formats</p>	<ul style="list-style-type: none"> • Different groups create a poster about Kuwait: geography, art, music, traditions, monuments etc. for presenting it to visitors from other countries. 	<p>4.4. Present a simple informative poster about grade appropriate topics</p>

4.3.2 Suggested Learning Content

Topic (Theme)	Content
<p>Me and my country</p> <p>Old jobs, places, national day -----</p> <p>Going to the beach -----</p> <p>Going to school -----</p> <p>Islamic occasions -----</p> <p>Being fit and healthy</p>	<ul style="list-style-type: none"> • Instructions, presentations, directions, songs, stories, conversations • Using voice volume and pitch appropriately when speaking • Simple rules of politeness, turn taking, listening attentively, not interrupting, short dialogues • Simple open ended questions with "Who/What/Where....." • Counting numbers from 1-40 • Progressive, present tense, , past tense • Suggestions • Descriptions • Opinions • Print in the classroom, books, short stories, comic strips, children's encyclopedia • Word, simple sentences • Reading aloud simple texts • Relative pronouns in proper sentences • Simple punctuation, full stop, capitalization, question mark • Combine words and drawings, images

4.4 Grade 4

4.4.1 Competences, learning Activities and Curriculum Standards

General Competences	Specific Competences	Examples of Learning Activities	Curriculum Standards
1	2	3	4
<p>GC 1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension</p>	<p>A range of language realities</p> <p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p>	<ul style="list-style-type: none"> • Listen to descriptions and circle the correct corresponding pictures. • Listen to a short story and identify its sequences in the right order. • Listen and complete the missing part of a story. (critical thinking) • Listen attentively to identify true and false Sentences about the text. • Listen to songs and chants to identify rhyming words. • Recognize comparatives and superlatives in rhymes, songs or other texts and use them appropriately. • Listen to a short text or a story in order to arrange its sequences in an appropriate order.(critical thinking) • Listen to a description and tick the corresponding pictures.(critical thinking) 	<p>Students are able to:</p> <p>1.1. Listen to oral messages (including rhymes and songs) and identify descriptions of objects or characters, actions presented in a certain order as well as relevant linguistic facts (i.e. use of adjectives) studied in grade 4</p>

	<p>A range of operations</p> <p>1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives</p>	<ul style="list-style-type: none"> • Listen to a narrative and match characters with actions. • Listen to simple texts and write notes about specific information. • Listen to a text and answer questions. 	<p>1.2.1. Listen to a simple text read aloud by the teacher or through other media to answer simple questions</p>
	<p>1.2.2 Listening to differentiate between statements vs. questions or instructions based on intonation</p>	<ul style="list-style-type: none"> • Listen to oral texts and identify affirmative sentences and interrogative sentences. • Listen to oral texts and identify affirmative sentences and explanative sentences. 	<p>1.2.2 Differentiate between affirmative, interrogative and explanative sentences.</p>
	<p>A range of attitudes</p> <p>1.3. Showing interest and respect when listening to materials from different sources for different purposes appropriate to his/her age</p>	<ul style="list-style-type: none"> • Listen and respond respectfully to some situations related to opinions, feelings. • Listen and complete sentences using the word “because”.(critical thinking) 	<p>1.3. Listen and respond respectfully to some situations to express opinions, interests and feelings using suitable sentences</p>
	<p>A range of connections</p> <p>1.4. Identifying and understanding oral instructions related to different activities</p>	<ul style="list-style-type: none"> • Listen and respond to the teacher’s instruction related to sports... • Follow instructions to a new activity 	<p>1.4. Respond to oral instructions related to different activities (games/sports, etc) given by the teacher or others.</p>

GC 2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts

A range of language realities:
2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school

- Participate in an unrehearsed role play about any of the topics initiated by the teacher or initiated by students (Sport, art, important public events in the city).

2.1. Participate in dialogues to exchange information and ideas with peers or others about life and experiences outside the school.

A range of operations:
2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations

- Use strategies to maintain the flow of conversation (e.g. nonverbal – nodding, smiling. verbal. wow, right. great. ok. well done. really?).
- Talk clearly, with coherent sentences aloud enough to be heard by all, using appropriate vocabulary, comparative & superlative forms, correct tenses etc.
- Use different conversational strategies appropriately such as approval/disapproval. likes/dislikes etc.,
- Request or provide simple information related to multi-step directions

2.2. Maintain the flow of conversation effectively about related topics while talking and collaborating with peers.

	<p>A range of attitudes</p> <p>2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentences</p>	<ul style="list-style-type: none"> • Participate in mini dialogues to express and justify opinions.(critical thinking) 	<p>2.3. Participate in simple dialogues with peers about grade appropriate topics, expressing feelings and ideas by means of simple language forms.</p>
	<p>A range of connections</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about countries they have visited</p>	<ul style="list-style-type: none"> • Describe some simple and clear pictures of famous places in Arab countries with support from teacher • Use some visuals and express their feeling when talking about beautiful places in the world 	<p>2.4. Present information about Kuwait and some other countries</p>
<p>GC3. Reading and viewing a range of texts by means of different strategies in a variety of contexts</p>	<p>A range of language realities</p> <p>3.1. Reading and understanding simple narrative and informative texts(emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p>	<ul style="list-style-type: none"> • Read and circle action verbs in a sentence. • Mime action verb • Read using different intonation patterns. 	<p>3.1. Read and locate specific information in a short text about familiar topics such as weekends, vacations, animals/plants, travelling.</p>
	<p>A range of operations</p> <p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration</p>	<ul style="list-style-type: none"> • Read and discuss in groups the title, the accompanying pictures and other elements to predict “what's coming next”. (Critical thinking). 	<p>3.2. Read simple stories and informative texts using the title or accompanying pictures to predict events as well as to guess the main idea</p>



	<p>A range of attitudes</p> <p>3.3. Showing interest and curiosity towards reading various materials</p>	<ul style="list-style-type: none"> • Read a simple texts aloud, , correcting their own mistakes • Take initiative in reading aloud in the class when such an action is asked for • Read other materials in addition to those provided in the classroom 	<p>3.3. Read simple texts aloud, confidently, without hesitation, showing readiness to read materials outside the classroom</p>
	<p>A range of connections</p> <p>3.4. Reading short texts about other countries in the world</p>	<ul style="list-style-type: none"> • Read and answer questions about the Gulf Region. 	<p>3.4. Read and present materials related to other countries.</p>

GC 4. Writing a range of texts adapted to a variety of communicative purposes	A range of language realities		Students are able to
	4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly	<ul style="list-style-type: none"> • Write short paragraphs on given topics. • Imagine and write a paragraph that would fit in a letter to a friend, a quick e-mail etc. 	4.1. Write short texts about age appropriate topics with the help of guidewords, pictures or questions.
	A range of operations		
	4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks	<ul style="list-style-type: none"> • Copy words and sentences. • Write correct sentences using full stops question marks. • Write the missing letter in words. • Show awareness of punctuation rules. 	4.2. Write short paragraphs about familiar topics using correct spelling strategies and punctuation marks
A range of attitudes			
4.3. Showing interest in writing a short paragraph about different topics	<ul style="list-style-type: none"> • Copy and write sentences neatly • Classify pictures in a worksheet that are related to a specific action verb such as objects that blow in the wind then write short sentences using the action verb (critical thinking) 	4.3. Show interest when writing short paragraphs in legible style of handwriting	
A range of connections			
4.4. Completing written tasks in different formats showing knowledge of the world around them	<ul style="list-style-type: none"> • Complete missing parts in a simple grid. • Complete missing parts in an e-mail. 	4.4. Write different simple formats such as e-mails, filling in a form, a table etc.	

4.4.2 Suggested Learning Content

Topic (Theme)	Content
<p>Myself and the world around us</p> <p>Our World</p> <p>Occasions</p> <p>Celebrations</p> <p>Bees</p> <p>The Green Island</p> <p>Sports(football)</p> <p>At the planetarium</p> <p>Planting a tree</p> <p>The nature Park</p> <p>Making flags</p> <p>Car race</p> <p>Visits to some Arab countries</p>	<ul style="list-style-type: none"> • Presentations, directions, songs, stories, conversations, audio and video clips • Nonverbal communication (body language, volume of voice and pace) • Simple rules of politeness, turn taking, listening attentively, not interrupting, short dialogues • Retelling a story • Simple open ended questions with "Who/What/Where....." • Counting numbers from 1-50 • Progressive, present tense, , past tense • Suggestions • Descriptions • Opinions • Ask and answer questions • Exchanging ideas • Print in the classroom, books, short stories, comic strips, children's encyclopedia, science • Simple sentences, simple paragraphs • Reading aloud/silent simple texts, skimming and scanning • Relative pronouns in proper sentences • Simple punctuation, full stop, capitalization, question marks

4.3 Grade 5

4.5.1 Competences, Learning Activities and Curriculum Standards

General Competences	Specific Competences	Examples of Learning Activities	Curriculum Standards
	2	3	4
GC 1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension	<p>A range of language reality.</p> <p>1.1. Listening to various narrative texts with randomly structured sequences and putting them in the right order</p>	<ul style="list-style-type: none"> Listen to and reorder a short text or a story with randomly arranged sequences Listen to a description and tick the corresponding pictures in the worksheets.(critical thinking) 	<p>1.1.Order events correctly of a randomly structured short story resorting to a series of pictures representing these events or simply list the events</p>
	<p>A range of operations</p> <p>1.2.1. Listening to recognize the relationships between words and sentences and understand the meaning of short texts</p>	<ul style="list-style-type: none"> Classify words according to their categories (critical thinking) Choose suitable words to complete the blanks in different shorter sentence. 	<p>1.2.1. Recognize the meaning of different words and sentences in short texts</p>
	<p>1.2.2. Listening and properly reacting to complex instructions containing active verbs, prepositions and words indicating location etc.</p>	<ul style="list-style-type: none"> Group work in which they should build up on complex instructions. Role play in group: students give each other complex instructions. 	<p>1.2.2. Listen and react to instructions that contain active verbs, prepositions, words indicating location etc.</p>



	<p>A range of attitudes</p> <p>1.3. Showing interest in various listening materials from different sources and for different purposes, formulating opinions or reasons for a certain statement</p>	<ul style="list-style-type: none"> • Listen to a story/personal experiences and respond to certain tasks in pairs or groups • Listen to and react to a text by using simple language functions such as suggesting ideas, expressing obligations, apologies and gratitude or giving reasons for different ideas presented (so. if. because). 	<p>1.3. Show interest and give opinions/ideas when listening to short texts heard from the teacher or different sources</p>
	<p>A range of connections</p> <p>1.4. Identifying certain facts about old and modern Kuwait and its role in the World</p>	<ul style="list-style-type: none"> • Develop a project concerning old/new schools in Kuwait Groups present the results of their work, Draw conclusion and decide to build up a more substantive project work about other topics. • Use internet to find information about my city/neighborhood 	<p>1.4. Listen to identify simple facts in a text about " Old and new Kuwait"</p>

GC 2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts	A range of language realities: 2.1. Communicating with others using language learned in grades 1 to 5 and different speech acts appropriate to the situation	<ul style="list-style-type: none"> • Perform dialogues with the help of the teacher. • Engage pupils in ask and answer activities about topics related to their daily life: books, sport etc. • Describe pictures of places. • Give directions to reach places using prepositions (E.g. next to/in front of etc.) • Respond to others in certain events (e.g. I'm not feeling well. Why don't you see a doctor?) 	Students are able to 2.1. Engage in communicative activities in the classroom related to sports, books, art etc., using different strategies learned (give/receive directions. agreement/ disagreement etc.)
	A range of operations: 2.2. Communicating actively and responding verbally to others when describing leisure and social events, asking for help, feedback and clarification when needed	<ul style="list-style-type: none"> • Describe different specific phenomena (e.g. dust storm, rain etc.), people, places, things, and events in Kuwait using adjectives during a group conversation • Describe how people react in such occasions, using verbs. 	2.2. Communicate and respond verbally when Describing different aspects of life in Kuwait and provide clarification when needed
	A range of attitudes 2.3. Sharing information, opinions as well as ask and answer questions while speaking in public	<ul style="list-style-type: none"> • Express their own opinions and raise questions about chosen topics. • Talk about their personal feelings 	2.3. Participate in group conversation in order to share information, opinions and questions while speaking in public, clearly, openly, with appropriate pace



	<p>A range of connections:</p> <p>2.4.Using their knowledge and abilities acquired in other subjects for making a presentation about our Universe</p>	<ul style="list-style-type: none"> • "What is the Universe to me"? – small presentation of own opinion • Choosing a planet and describing it orally, using also images. • Have a discussion about our place in the Universe 	<p>2.4. Present briefly what the Universe means to him/her</p>
<p>GC3. Reading and viewing a range of texts by means of different strategies in a variety of contexts</p>	<p>A range of language realities</p> <p>3.1. Reading grade level narrative and short informative texts for a variety of purposes (reading for information, or pleasure)</p>	<ul style="list-style-type: none"> • Locate information by answering questions related to the text. • Make predictions from pictures and titles.(critical thinking) 	<p>Students are able to:</p> <p>3.1.Demonstrate comprehension of a variety of fiction and non-fiction grade level texts by answering simple questions related to them</p>
	<p>A range of operations</p> <p>3.2. Reading grade level short narrative and informative texts to determine the main idea, the theme of a text and draw simple inferences and conclusions</p>	<ul style="list-style-type: none"> • Identify the main idea of a text after reading. • Choose a title (an alternative title) for the text. • Sequence events in a story. • Stop reading the text at teacher's request and predict ""what will happen next"(critical thinking) 	<p>3.2. Make simple reasonable predictions suggesting a suitable title or ending to a story / inferring information / a simple text using context clues and resorting to teacher's support</p>

	<p>A range of attitudes</p> <p>3.3. Showing interest and curiosity while reading different texts, (fiction/nonfiction) and expressing his/her opinion related to them</p>	<ul style="list-style-type: none"> • Take initiative in reading aloud in the class when this is requested by the teacher. • Read popular books for children and discuss them. • Inquire about certain information or meaning of different words in the text. • Use picture clues in a text provided by the teacher to identify the meaning of words. • Order scrambled words to form sentences.(critical thinking) • Express opinions in small groups or in front of the whole classroom related to the text read. 	<p>3.3. Show interest in reading any age-appropriate materials of familiar topics, using context clues to determine meanings of words in simple texts and expressing opinions about them</p>
	<p>A range of connections</p> <p>3.4. Reading and understanding short scientific texts to describe the universe</p>	<ul style="list-style-type: none"> • Read short scientific texts via internet. • Note main ideas of the text they read. 	<p>3.4. Read and comprehend short scientific texts to describe the universe to classmates</p>

GC 4. Writing a range of texts adapted to a variety of communicative purposes	A range of language realities 4.1. Writing a short text using pictures. words or guide questions correctly	<ul style="list-style-type: none"> • Re-write sentences correctly focusing on certain grammar aspects after discussion in smaller groups. • Compose a short paragraph with several simple sentences about hobbies, events and travelling. • Write the suitable preposition to complete sentences provided by the teacher. • Write a short paragraph with the help of guiding questions and words suggested by the teacher. 	Students are able 4.1. Write a short paragraph of 4-5 sentences about own experience (hobbies, events, travelling, self, jobs daily routine and family etc.) using guide questions and pictures. using proper prepositions and other grammatical structures
	A range of writing operations 4.2. Producing a simple short paragraph/story , using correct spelling strategies , punctuation marks and grammatical rules in different formats with cues	<ul style="list-style-type: none"> • Write a short paragraph using pictures. • Write a short paragraph, after deciding the sequences of the events. 	4.2. Write a 4-5 sentence paragraph/story using proper spelling strategies , punctuation marks and grammatical rules using different formats with the help of cues
	A range of attitudes 4.3. Showing interest in writing a short text about different topics	<ul style="list-style-type: none"> • Write a short paragraph about own experience. 	4.3. Show interest while writing a short paragraph (4-5 sentences) about own experience (self, family, jobs, hobbies, daily routines , etc,
	A range of connections 4.4. Writing words and sentences about good behaviour in public places	<ul style="list-style-type: none"> • Write a short paragraph with the help of guide questions or guide words with picture clues about appropriate behaviours 	4.4. Write about other topics related to school subjects" behaviour of a good student in public places".

4.5.2 Suggested Learning Content

Topic (Theme)	Content
<p>The universe</p> <p>Dickson House Snowstorms Dust storms The book fair An Arab invention A visit to Failaka Island Sports Day A visit to the dentist My favorite book</p>	<ul style="list-style-type: none"> • Presentations, directions, songs, stories, conversations, audio and video clips • Nonverbal communication (body language, volume of voice and pace) • Simple rules of politeness, turn taking, listening attentively, not interrupting, short dialogues • Retelling a story • Simple open ended questions with "Who/What/Where....." • Counting numbers from 1-100 in 10s • Progressive, present tense, , past tense • Suggestions • Descriptions • Opinions • Ask and answer questions • Exchanging ideas • Print in the classroom, books, short stories, comic strips, children's encyclopedia, science, news articles • Simple sentences, simple paragraphs • Reading aloud/silent simple texts, skimming and scanning, competition reading (contests) • Relative pronouns in proper sentences • Simple punctuation, full stop, capitalization, question marks • Writing clearly and neatly

Part III

Recommendations for Implementing the Curriculum and Standards for English in Primary 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 the textbook. So too, 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 asks for new approaches from them in the fields of teaching, learning and assessment.

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

- The curriculum indicates what children are expected to learn and also suggests learning experiences that can 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 achievements for meeting 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 get there.

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.

Designing and planning the teaching/learning activities

The following three questions can be used by 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 must try to make sure that they have understood the curriculum and that they know the direction in which they have to proceed with their students to achieve the general and specific competences that help students to reach the curriculum standards. In other words, it is essential that teachers conceptualize the context for the teaching and learning of their school subject to enable them to take adequate decisions about what they are setting out to achieve with their students in a certain sequence 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 know the standards that are to be achieved by their students not just for a school year or a semester, but also for a unit and even a lesson. To accomplish this they will need 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 shown to promote student learning. It is recognized that teachers' professional background in this respect changes if they can translate key principles of the learning process into reality in the classroom. Some of these principles are presented below:

- Enhancing student learning by employing different learning styles with different speed of learning expectations.
- Promoting learning via constant inquiry, effort and self-discipline.
- Recognizing that learning develops through relations and the abilities being learned and these contribute to acquiring knowledge, structuring skills and attitudes/values.
- Learning should start from students' previous knowledge, from what is relevant for the students' personal development and for their need to fit into their social life.
- Education takes place both through individual study and group activities, each having equal value, depending on the context of the 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 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 includes a transfer of values and attitudes.
- Inspires both reflective thought and action;



- Enhance the relevance of new learning;
- Facilitate shared, cooperative and active learning;
- Make connections to 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 context of each core academic subject and across interdisciplinary themes;
- Employ teaching and learning methods that integrate innovative and research-proven 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, cooperative learning groups and a stress on student reflection are other approaches that may be associated with problem-based learning.

Cooperative 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 very developed and are an essential part of the curriculum. Nevertheless, it is important to realize that this does not mean that one should use teaching 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 of 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 should be taken 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), however, perhaps of more importance than merely to determine achievement, assessment is 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 Assessments

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 from 2015. MESA will check the level of attainment of the performance standards defined in the new Kuwait National Curriculum for the end of Grades 5, 9 and 12. The MESA type of national assessments will focus on competences (integrated systems of knowledge, skills, attitudes and values) and will aim at offering data on how learning happens at the level of the system. As examinations are basically ‘system controlled’, little more needs to be said about this at this juncture. Instead, what follows reflects on classroom assessment, focusing on the teacher and how the teacher may use assessment as an indicator of a student’s progress.

National examinations in Kuwait currently take place in the middle and end of every school year, starting for students when they complete Grade 4

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 may, by necessity, 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.

2.21 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 does take 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. 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 of 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.

2.22. 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.

2.23 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 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 interest 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.



x (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 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 developing teaching and learning materials

3.1. 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 success. Although the availability of textbooks has long been recognized as an important factor in educational attainment, the 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 materials of all sorts.

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.



3.2 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 all 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.



3.3. 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 and achievement of the school;
- 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 settle just to produce and commercialize the materials;
- Ensure that they 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.



Appendix 1. 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 Kuwait education – are integrated systems of knowledge, skills, values, attitudes, beliefs, and personal/social attributes that all individuals need to acquire for their personal fulfillment 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 and domains.



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 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 students should master by the end of Grade 12 are:

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 Secondary level graduates that:

- 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 his/her 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, community, school and teachers, society at large, understanding their sacred 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, multi-layered 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 his/her rights as a Moslem individual.
- Show respect and appreciation for their religion, ethical values and beliefs as well as the values and beliefs of others.

2. Communicative Competences in Arabic Language

These competences refer to communicate fluently in Arabic in a large variety of contexts, settings and subjects – meaning Secondary level graduates 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, media and other forms of expression.
- 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 ethic values embedded in classical and current day Arabic culture.
- Preserve the values of Arabic culture, and contribute creatively according to his/her capacities to further nurture these values.



3. Communicative Competences in English and other Foreign Languages

These competences refer to communicate effectively in English and other foreign languages in a range of contexts – meaning Secondary level graduates that:

- Communicate verbally/nonverbally through the use of English and different foreign languages.
- Express him-herself through the symbols and signs of English and different foreign languages.
- Use English and different foreign language arts represented in speech, listening, reading, writing, media and expression.
- Engage in, and contribute to respectful and productive dialogue in English and different foreign languages.
- Demonstrate the ability to follow general communication/interactional rules in English and different other foreign language while being also creative.
- Process and interpret appropriately the cultural, aesthetic as well as ethic values embedded in the English language and culture as well as other foreign cultures and literature approached).
- Safeguard the rights of cultural property and traditions.
- Show respect to the diversity and multiplicity of cultures.

4. Mathematical Competences

These competences refer to expressing 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 Secondary level graduates that:

- 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 (analyze, make synthesis, 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 (i.e. Competence related to social and civic identity, values and actions)

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 Secondary level graduates that:

- 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 the specific multi-ethnic and multi-cultural character of Kuwait society, 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 other 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, fulfill 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 his/her 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 neighborhood activities, as well as in local and national political processes.
- Practice and promote human values and principles in daily life (E.g. 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 scientific and technological language and understanding in a range of social and professional contexts – meaning Secondary level graduates that:

- Identify, analyze, 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 data and 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”, means and underlying 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, Communities of Practice (CoP), 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 appropriate resources for the full development of their own individual potential.
- Enjoy visual arts experiences through seeing and producing art examples that are appropriate to student’s age.
- Enjoy musical experiences appropriate to the students’ age, through listening and performing.
- Be aware of and enjoy the most common music and art traditions of Kuwait and other parts of the Arab world throughout history.
- 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 behavior and ethics in various situations.
- Make creative use of their knowledge and skills in different situations and new contexts.
- Analyze and draw conclusions for their own life regarding the realities of the local economic setting.
- 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 to further studies, in work, as well as in their public and private lives.

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 his/her 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.
- 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.

