KUWAIT NATIONAL CURRICULUM AND STANDARDS

English Language

Intermediate Stage

STATE OF KUWAIT

2014

Committee for Developing the Curriculum and Standards for English Language:

| No.	Name	Job Title	Institution	Position in the Committee
1	Dr. Abdulghani Ahmad Albazzaz	Assistant professor - College of Basic Education	The Public Authority for Applied Education & Training	Head
2	Ms. Nouria Abdulwahed Al-Sedra	Senior Technical Supervisor - Capital Educational District	Ministry of Education	Member
3	Mr.Mohammad Najeeb Ali Mahrous	Technical Supervisor – Al-Farwania Educational District	Ministry of Education	Member
4	Mr. Sayed Ghareeb Al-Sayed	Technical Supervisor – Private Education	Ministry of Education	Member
5	Ms. Sherifah Ali Abdulla Al-Sayegh	Technical Supervisor- Capital Educational District	Ministry of Education	Member
6	Ms. Amira AbdulAziz Al-Qattan	Technical Supervisor Capital Educational District	Ministry of Education	Member
7	Ms. Noura Abdulrahman Al-Bodaiwi	Head of Department Abdelaziz AlAtiki Elementary school for Boys- Capital Educational District	Ministry of Education	Member
8	Ms. Amal Mezyad Al-Mutairi	Head of Department Al-Farwania Intermediate school- Al-Farwania Educational District	Ministry of Education	Member
9	Ms. Maryam Emad Al-Dein Abdulrahman	Head of Department-Ajnadeen Elementary School for Girls Al-Farwania Educational District	Ministry of Education	Member
10	Ms. Khulood Essa Al-Kandari	Head of Department-Bader Intermediate School – Al-Ahmadi Educational District	Ministry of Education	Member
11	Ms.Lamia Ali Al-Ghareeb	Head of Department Al-Israa High school Capital Educational District	Ministry of Education	Member
12	Ms. Athari Ahmad Jaffar Al-Kandari	Head of Department Jumana High school	Ministry of Education	Member
13	Ms. Maryam Abdulateef Al-Matooq	Educational Researcher- Department of Educational Research and Curriculum	Ministry of Education	Member
14	Ms. Fatima Yaseen Al-Aseel	Teacher -Arwa Bint Abdul Mutalib Intermediate School Al-Farwania Educational District	Ministry of Education	Member

Table of Contents

Foreword

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

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

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

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

The basic curriculum statements and aims are detailed in eight key competences our students are supposed to gradually achieve from grades 1 to 12. The diagram below emphasizes the main aspects that trigger the development of a competent citizen of the Kuwaiti society during their school years.
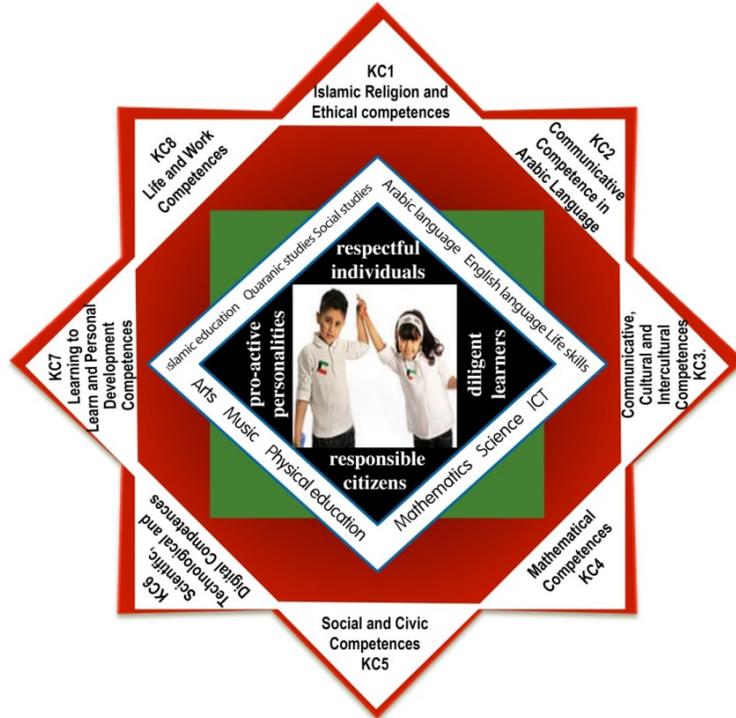
As a special additional message to teachers, the present document aims at giving support to enable reflection on the current curriculum provision, explaining how the new system of Curriculum and Standards can support improvement of learners' outcomes and their international competitiveness, based on national and local school priorities. The new Curriculum and Standards for Intermediate Education is also meant to guide discussions with classmates and stimulate individual thinking. Such reflection can offer tangible support for improving everyday classroom practices and assure better learning for our students.

This Curriculum and Standards document for English Language is structured in three parts:

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

Part I: Curriculum and Standards for Intermediate Education (Grade 6 to 9)

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

1.1. Kuwait National Curriculum

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

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

1.2. Kuwait National Curriculum Framework

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

The Kuwait National Curriculum Framework is the leading document of the Kuwait National Curriculum. It defines what is common for all components of the Kuwait National Curriculum in terms of:
- conceptual foundations;
- key curriculum statements defining the vision, mission, basic principles and the philosophy of the new curriculum;
- the way in which the curriculum is organized in a Teaching Plan and, in this context, its underlying subjects or fields of knowledge from Primary, through Intermediate, to Secondary Education.

A. Conceptual foundations

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

The *Kuwait National Curriculum Framework* and the "subject curricula" include:
(a) Key competences – these are non-subject-specific, integrated competences meant to be achieved by students at the end of Grade 12;
 (b) General competences – these are subject-specific competences meant to be achieved by students at the end of Grade 12 or by the terminal grade when a subject is studied; and
(c) Specific competences – these are subject-specific competences that are defined grade by grade and are meant to be achieved at the end of the year of study (See *Annex 1* for their definitions; see *Annex 3* for the list of key competences).
In order to cover the scope and depth of the curriculum, the specific competences are developed based on the following dimensions, which have been called ranges:

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

These ranges orient the dominant focus of each specific competence. Because the curriculum document is a synthetic one, to avoid redundancy, not all the ranges are necessarily included in each general competence.
Each subject curriculum is built bearing in mind:
- curriculum standards that express the expected level of achievement of the specific competences by the end of each grade; and
- Performance standards that express the expected level of achievement of the general competences by the end of Grades 5, 9 and 12 (see *Annex 2* for their definition).

B. Key curriculum statements

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

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

The role of the Curriculum Statements is to "lead" the whole curriculum in terms of processes and products, including the subject curricula and standards. The statements determine, in a concrete way, the what? Why?, and How?, based on what rationale, in what order, and what benefits learners get from their Kuwaiti education.

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

1.3. Subject curricula

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

- Rationale;
- General competences developed through the subject during the schooling period;
- Performance Standards to be achieved by the end of Grade 9;
- Scope and Sequence of the curriculum and standards from Grade 6 to Grade 9:
  - Overview of the progression of the specific competences developed through the subject in Grades 6 to 9.
  - For each grade from Grade 6 to Grade 9:

- General and Specific Competences developed, grade by grade with examples of learning activities and identified curriculum standards;
- Learning content.

2. Curriculum for Intermediate Education: Specific Features

2.1. Intermediate Education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Evaluate their own knowledge, skills and attitudes in using classic Arabic language for oral and written communication;
- Explain the role of having a good command of Arabic language for their future;
- Transfer the communicative skills acquired in Arabic language classes to the study of other school subjects or to real life contexts;
- Use creatively the knowledge and skills from other domains of formal or informal education to enhance their communication competence in Arabic language.

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

- Identify main points and some details of clear standard input on familiar matters regularly encountered in school and leisure;
- Deal with most situations likely to arise whilst travelling in an area where English is spoken;
- Produce simple connected text on topics which are familiar or of personal interest;
- Speak with speed, using language appropriate for the purpose, using different intonation when speaking in a variety of situations;
- Use the vocabulary, structures and grammar of spoken standard English to be able to communicate fluently and accurately and with increasing confidence;
- Make use of appropriate speech acts for example: apologizing, agreeing, disagreeing, requesting, complaining, inviting, offering, suggesting, giving advice, expressing pleasure or dissatisfaction, to communicate effectively;
- Read a wide variety of fiction and non-fiction texts, such as newspapers, articles, e-mails, letters, stories, brochures and dialogues, with fluency and accuracy;
- Comprehend age-appropriate texts, and infer the meaning of unknown words from the context in order to make simple, reasonable predictions, suggesting a suitable title, or endings to a story;

- Independently use a variety of strategies appropriate at different stages in the writing process i.e.: brainstorming, drafting, revising, editing, publishing or writing out the final product.
- Compose grammatically, semantically and sequentially well-constructed correct sentences/ short texts about their own experiences and familiar topics, such as: hobbies, events, travelling, self, family, personal interests, daily routines, with the help of guide words.

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

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

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

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

- Describe the mutual connection between the natural environment and society, their economic and social impact on Kuwait and Gulf Countries Council;
- Suggest adequate solutions for environmental issues and challenges faced by the Arab World seeking assistance from regional organizations and institutions;
- Participate in community groups as a Gulf Countries Council citizen according to rules, laws and regulations;
- Explain and classify Arab World problems (economic, social, cultural);
- Discuss Islamic World political, economic and social problems and identify evidence based solutions;
- Appreciate and think highly of democracy principals and human rights and behave accordingly as a good citizen;
- Behave according to global and human values and enhance respect of the worlds' religion and cultural variety;

- Apply learning from other school subjects to achieve co-existence between different cultures and religions at community level;
- Be proactive in developing appropriate solutions to solve problems facing Gulf Countries Council as reflected at the community level.

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

Art Education. By the end of Intermediate Education, students who have fully developed their competence in Art Education are expected to:
- Identify, analyze, and discuss the basic concepts and procedures involved in crafts, drawing, fundamentals of computer design, ceramics, printmaking, textile, metal and wood artwork in familiar and cultural contexts, using adequate terminology;
- Produce various individual and collective works of art by using different genres of art (crafts, drawing, fundamentals of computer design, ceramics, printmaking, textile, metal and wood) and participate in local and international exhibitions;
- Show self-confidence and creativity by developing original works of art in and outside the school;
- Show enjoyment in the sharing of art interests by displaying original works of art in local and international exhibitions, and by discussing about art works;

- Recognize Islamic artistic traditions in their country or in the Arab world, and compare art products from the Gulf Region, explaining how the same elements of Islamic art (crafts, drawing, fundamentals of computer design, ceramics, printmaking, textile, metal and wood) are used differently in different contexts/countries;
- Develop aesthetic preferences when taking decisions concerning the visual design of the close, familiar environment.

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

Physical and Health Education. By the end of Intermediate Education, students who have fully developed their competence in Physical and Health Education are expected to:
- Listen attentively and express needs, wants, feelings and ideas in accepting and adopting safe and healthy physical activities
- Comprehend rules and regulations related to team sport activities appropriate to their age and interests;
- Perform physical activities appropriate to their age and physical capability that include managing walking, rolling, jumping, running and others;
- Comprehend the benefits of good health activities and apply these activities in their daily lives;
- Show positive attitude to other team mates and/or sport competitors irrespective of winning or losing a sporting event;

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

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

Part II: Curriculum and Standards for English

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 is 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 integrated acquisition 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 Language

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	CERF 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 of English Language

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 9

By the end of Intermediate Education (end of Grade 9), students who have fully developed their competences in English Language **are expected to achieve level B1**as described by the **Common European Framework of Reference for Languages.** The levels of achievement of the General Competences for grade 9 are defined by the **Performance Standards** below**:**

General Competences	Performance Standards
1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension	By the end of grade 9, 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 intermediate curriculum, are able to: 1. Infer the meaning of unknown words from the context and understand the meaning of the sentence if the topic discussed is familiar. 2. Listen to fiction, nonfiction, narrative, descriptive, informative, etc. types of texts and respond to complex instructions related to a wide range of tasks. 3. Understand everyday English language expressions and recognize familiar words, basic phrases concerning school, personal interest and simple facts about their country in concrete communication settings when the partners speak slowly and clearly. 4. Understand the listened to text and infer information, the speaker's attitude or intention. 5. Understand clearly stated information about common everyday topics, identifying both the overall meaning as well as specific details.

2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts	By the end of grade 9, 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 intermediate curriculum, are able to:
	1. Formulate simple phrases as part of everyday conversation in order to describe experiences and events.
	2. Formulate briefly and correctly reasons, explanations, opinions and plans in concrete communicative settings.
	3. Produce simple descriptions or presentations in concrete communicative settings that include self-contained meaningful sentences about familiar experiences or of age level interests (e.g., hobbies, travel, current events) using proper and clear language.
	4. Speak with normal pace, using language appropriate for the purpose, using different intonation when speaking in a variety of situations.
	5. Communicate with others using standard spoken English with a degree of accuracy and fluency on a wide variety of topics such as "our lives, the world around us, countries, healthy life, solving problems, dangerous jobs, in a variety of situations using appropriate registers.
	6. Use the vocabulary, structures and grammar of spoken Standard English to be able to communicate with a degree of fluency and accuracy with increasing confidence.
	7. Make use of appropriate speech acts; e.g. "apologizing, agreeing, disagreeing, requesting, complaining, inviting, offering, suggesting, giving advice, expressing pleasure or dissatisfaction etc." in order to communicate effectively.

3. Reading and viewing a range of texts by means of different strategies in a variety of communicative contexts	By the end of grade 9, students who have fully developed their competence of **reading and viewing a range of texts by means of different strategies in a variety of communicative contexts** as described in the intermediate curriculum, are able to: 1. Recognize simple familiar expressions/speech acts such as "apologizing, agreeing, disagreeing, requesting, complaining, inviting, offering, suggesting, giving advice, expressing pleasure or displeasure, etc." in different reading materials. 2. Read a wide variety of fiction and non-fiction texts, such as newspapers, articles, e-mails, letters, stories, brochures and dialogues, with a degree of fluency and accuracy. 3. Apply a broad range of strategies when reading for information, comprehension, interpretation, analysis and evaluation. 4. Read expressively appropriate grade level texts using intonation, as indicated by punctuation cues. 5. Use strategies of the reading process to comprehend a wide variety of fiction and non-fiction grade-level texts. 6. Read and understand age-appropriate texts to make simple, reasonable predictions, suggesting a suitable title or ending to a story, inferring information and distinguishing the main idea from supporting details using context clues.

4. Writing a range of texts adapted to a variety of communicative purposes	By the end of grade 9, students who have fully developed their competence to **writing a range of texts adapted to a variety of communicative purpose** as described in the intermediate curriculum, are able to:
	1. Independently employ a variety of strategies appropriate at different stages in the writing process i.e.: brainstorming, drafting, revising, editing, publishing or writing out the final product.
	2. Compose grammatically, semantically and sequentially well-constructed correct sentences/short texts about their own experiences and familiar topics", hobbies, events, travelling, self, family, personal interests, daily routines etc." with the help of guide words.
	3. Plan projects with classmates going through the main phases of writing process "first draft, second draft, and final text".
	4. Select appropriate vocabulary to convey meaning.
	5. Use note taking strategies to develop a text/paragraph/a simple essay/a summary etc.
	6. Write personal letters/e-mails describing experiences, feelings and impressions.

4. Scope and sequence:

Overview of the specific competences for English – Grades 6 to 9

General Competences	Specific competences G 6	Specific competences G 7	Specific competences G 8	Specific competences G 9
1. Listening and understanding oral messages by means of different strategies in a variety of contexts	**Range of language realities** 1.1. Listening to various age appropriate texts to build up an overall comprehension of what they have listened to.	**Range of language realities** 1.1 Listening to various narrative and descriptive texts and participate in discussions related to/starting from such texts.	**Range of language realities** 1.1. Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.	**Range of language realities** 1.1 Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.

	Range of operations	**Range of operations**	**Range of operations**	**Range of operations**
	1.2. Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ nonnative English speakers.	1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nonnative English speakers.	1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.	1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.

	Range of attitudes	**Range of attitudes**	**Range of attitudes**	**Range of attitudes**
	1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) while listening to different types of texts from different sources.	1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.	1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.	1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.

General Competences	Specific competences G 6	Specific competences G 7	Specific competences G 8	Specific competences G 9
1. Listening and understanding oral messages by means of different strategies in a variety of contexts	**Range of connections** 1.4 Listening to simple presentations by native/nonnative English speakers on you tube and other similar websites about different topics related to other school subjects to exchange information.	**Range of connections** 1.4 Listening to a TV documentary from an English speaking TV channel to broaden their knowledge about topics learned in other subjects in order to present main points.	**Range of connections** 1.4. Listening to different types of instructions presented through audio recorded materials or TV, and follow them accordingly.	**Range of connections** 1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.

2. Speaking using strategies of individual and interactive speech in a variety of communicative contexts	**Range of language realities** 2.1. Participating in oral interactions in the classroom to exchange information, to direct others, to comment & to have fun.	**Range of language realities** 2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.	**Range of language realities** 2.1. Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions.	**Range of language realities** 2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.

	Range of operations	**Range of operations**	**Range of operations**	**Range of operations**
	2.2. Conversing about different grade level topics using suitable strategies such as asking for and providing clarification visual clues to help students communicate (pictures, facial expressions and gestures).	2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).	2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time	2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.

	Range of attitudes	Range of attitudes	Range of attitudes	Range of attitudes
	2.3Following agreed upon rules for discussions such as using expressions of politeness (please, thank you, would, could and will)	2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.	2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement and avoiding negative types of body language (finger pointing and eye rolling).	2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely, expressing consent or disagreement and avoiding negative body language, as well as showing self-confidence through smoothness of speech flow.

General Competences	Specific competences G 6	Specific competences G 7	Specific competences G 8	Specific competences G 9
2. Speaking using strategies of individual and interactive speech in a variety of communicative contexts	**Range of connections** 2.4. Speaking about age appropriate topics such as sports, science and saving energy using their knowledge acquired in other subjects.	**Range of connections** 2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.	**Range of connections** 2.4. Speaking about various topics such as cultures, sports, jobs and personalities using their knowledge acquired in other subjects.	**Range of connections** 2.4. Speaking about the Islamic civilization, the environment and health issues using their knowledge acquired in other subjects.
3. Reading and viewing Range of texts by means of different mechanisms in a variety of contexts	**Range of language realities** 3.1. Reading to comprehend age appropriate texts on familiar topics for a variety of purposes.	**Range of language realities** 3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.	**Range of language realities** 3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.	**Range of language realities** 3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.

	Range of operations	**Range of operations**	**Range of operations**	**Range of operations**
	3.2. Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information	3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.	3.2. Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.	3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.

	Range of attitudes	**Range of attitudes**	**Range of attitudes**	**Range of attitudes**
	3.3. Willingly engaging in age appropriate reading activities by joining school reading groups and borrowing books from libraries.	3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.	3.3. Actively and enthusiastically engaging in reading age appropriate texts for different purposes.	3.3. Reading a wide range of age appropriate texts independently and with confident.

General Competences	Specific competences G 6	Specific competences G 7	Specific competences G 8	Specific competences G 9
3. Reading and viewing Range of texts by means of different mechanisms in a variety of contexts	**Range of connections** 3.4. Identifying information needed from other subjects to understand age appropriate texts.	**Range of connections** 3.4. Exploring various sources for finding information needed to understand age appropriate texts.	**Range of connections** 3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts.	**Range of connections** 3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions

4. Writing different types of texts using strategies adapted to a variety of communicative purposes	**Range of language realities** 4.1 Writing simple connected sentences to form a paragraph (e-mail, short report) on familiar topics of personal interest with the help of pictures and guide words.	**Range of language realities** 4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.	**Range of language realities** 4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.	**Range of language realities** 4.1 Write short coherent paragraphs (E-mail report, short story) for different purposes with the help of guide words.
	Range of operations 4.2 Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies	**Range of operations** 4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.	**Range of operations** 4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.	**Range of operations** 4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.

	Range of attitudes	Range of attitudes	Range of attitudes	Range of attitudes
	3.3. Willingly engaging in age appropriate writing activities about familiar topics that present personal ideas and experiences.	3.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.	3.3. Actively and enthusiastically engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.	3.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.
	Range of connections 4.4 Using smart devices in typing or checking writing to maintain aesthetic and neat form using topics related to other school subjects.	**Range of connections** 4.4Using digital resources in writing to complete a project using topics related to other school subjects.	**Range of connections** 4.4 Selecting information related to other school subjects from different digital/non digital sources for enhancing a written presentation.	**Range of connections** 4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.

4.1 Grade 6

4.1.1 Competences, learning activities and curriculum standards

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
1. Listening and understanding oral messages by means of different strategies in a variety of contexts	<u>**Range of language realities**</u> 1.1. Listening to various age appropriate texts to build up an overall comprehension of what they have listened to.	• Listen to information and match them with pictures. • Listen & follow instructions either orally or physically.	**Students are able to:** 1.1 Mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.
	<u>**Range of operations**</u> 1.2. Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/nonnative English speakers.	• Listen to predict what people are going to talk about. • Identify the main speakers, the aim of the dialogue, and opinions of speakers after listening.	**Students are able to:** 1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.

	Range of attitudes 1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) while listening to different types of texts from different sources.	•Listen to a short text or a dialogue & give supportive verbal/nonverbal listening cues. •Listen and take turns while having a discussion.	**Students are able to:** 1.3 Respect turn taking rules and use supportive listening cues while listening to others.
	Range of connections 1.4 Listening to simple presentations by native/non-native English speakers on YouTube and other similar websites about different topics related to other school subjects to exchange information.	•Listen to recognize famous places in Kuwait using picture cues. •Design posters to increase awareness of environmental issues.	**Students are able to:** 1.4 Present and exchange information related to other school subjects based on a presentation they listen to, delivered in English by native/non-native speakers.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts	**Range of language realities** 2.1. Participating in oral interactions in the classroom to exchange information, to direct others, to comment & to have fun.	• Engage in group discussions using grade appropriate speech acts (opinion, advice, warning, etc.) • Describe pictures/places/activity, etc. in pairs/groups.	**Students are able to:** 2.1 Discuss and exchange information in mini dialogues/group discussion to comment, direct others and have fun.
	Range of operations 2.2. Conversing about different grade level topics using suitable strategies such as asking for and providing clarifications visual clues to help students communicate (pictures, facial expressions and gestures).	• Ask & answer questions on a variety of topics. • Conduct an everyday telephone conversation.	**Students are able to:** 2.2 Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.

	Range of attitudes 2.3Following agreed upon rules for discussions such as using expressions of politeness (please, thank you, would, could and will)	• Express interests, likes and dislikes when talking about countries in pairs. • Use expressions of politeness when planning a project.	**Students are able to:** 2.3 Use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.
	Range of connections 2.4. Speaking about age appropriate topics such as sports, science and saving energy using their knowledge acquired in other subjects.	• Present information about a scientific experiment orally. • Discuss interesting places in other countries.	**Students are able to:** 2.4 Utilize their knowledge in other subjects (e.g. science) to present information using grade level language.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
3. Reading and viewing a range of texts by means of different mechanisms in a variety of contexts	**Range of language realities** 3.1. Reading to comprehend age appropriatetextson familiar topics for a variety of purposes.	• Read fiction/nonfiction texts in order to answer questions • State if sentences are true or false according to text.	**Students are able to:** 3.1. Mention the overall idea and purpose of different texts (fiction/ nonfiction) on familiar topics.
	Range of operations 3.2. Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information.	• Determine the main idea of a text, recount the key details and explain how they support the main idea. • Ask and answer questions to demonstrate understanding of a text. • Suggest a suitable title or ending to a story.	**Students are able to:** 3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.

	Range of attitudes 3.3. Willingly engaging in age appropriate reading activities by joining school reading groups and borrowing books from libraries.	• Read to form simple judgements regarding events or characters. • Identify words and phrases in texts that suggest feelings or appeal to the senses.	**Students are able to:** 3.3. Present their reading activities in a diary or in oral presentations.
	Range of connections 3.4. Identifying information needed from other subjects to understand age appropriate texts.	• Read short different texts in English via newspapers/websites/social networks/advertisements to complete a project.	**Students are able to:** 3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
4. Writing different types of texts using strategies adapted to a variety of communicative purposes	**Range of language realities** 4.1 Writing simple connected sentences to form a paragraph (e-mail, short report) on familiar topics of personal interest with the help of pictures and guide words.	• Write an e-mail to a friend introducing self and interest. • Write a well-connected text with the help of picture cues.	**Students are able to** 4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.
	Range of operations 4.2 Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies.	• .Re-write the sentence using the proper punctuation marks in good cursive. • Participate in writing projects on a given topic using the writing process • Use linking words and phrases to connect ideas.	**Students are able to** 4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.

	Range of attitudes 3.3. Willingly engaging in age appropriate writing activities about familiar topics that present personal ideas and experiences.	• Write an ad about interesting places you can visit in Kuwait. • Write a report with the help of picture cues talking about Islamic events (Ramadan-Eid)	**Students are able to** 4.3. Write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.
	Range of connections 4.4 Using smart devices in typing or checking writing to maintain aesthetic and neat form using topics related to other school subjects.	• Produce complete and meaningful sentences/texts about saving energy and inventions.	**Students are able to** 4.4. Type or check their writing about different topics using smart devices.

4.1.2 Learning Content for Grade 6

Topic (Theme)	Content	List of items
•Making plans •A beautiful country •Famous people •Water •Under the sea •Are you a scientist? •A famous artist •On holiday •Science could help us •TV programs •Special awards •Adverts about Kuwait	Vocabulary	**Making plans:** Faithfully, goggles, scuba diving, join idea.
		A beautiful country: Area, capital, educational, forest, population, tourist, volcano.
		Famous people: Algebra, cancer, chemistry, cure, geography, interview, married, physics.
		Water: Brain, cheap, desalination, plant, dirty, expensive, factory, iceberg, melt, person.
		Under the sea: Actions, coral reefs, lay eggs, poisonous, shipwreck, squid, turtle, and whale.
		Are you a scientist? Experiment, measure, mirror, petrol, pipelines, result, temperature.
		A famous artist: Background, foreground, furniture, huge, husband, model, rough, used to.
		On holiday: Already, fantastic, fortnight, helipad, million, postcard, yet.
		Science could help us: Bacteria, chemicals, drought, energy, flood, plastic, south, north, and worried.
		TV programmer: Accident, actor, broken, cartoon, daughter, enjoy, episode, nurse, plaster, and laugh.
		Special awards: Award, decide, drown, newspaper, practice, problem, reach, scream, shore, trouble, try, while.
		Adverts about Kuwait: Advert, amusement, park, angry, aquarium, businessman, however, suggest, wife.

	Structure	Like + gerund, present simple, comparative and superlative of adjectives, imperatives, past simple, tag questions, relative pronouns "who, which", present continuous, past continuous, present simple passive, sequencing words " first, next, then, after that, finally", used to m use, s' and 's, present perfect "with yet and already", modals " will, won't, could, might, prefer/like/enjoy + gerund, if and should, first conditional,
	Speech acts	• Giving advice • Making suggestions • Making arrangements • Expressing interest and likes • Making plans • Making decisions and choices • Clarifying, • Asking for and giving information • Expressing opinion • Agreeing or disagreeing • Describing holidays • Stating preferences, congratulating

4.2 Grade 7

4.2.1 Competences, learning activities and curriculum standards

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
1. Listening and understanding oral messages by means of different strategies in a variety of contexts	**Range of language realities** 1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.	• Listen to a story in order to sequence events or pictures. • Listen and complete a story. • Listen to a dialogue in order to initiate questions. • Listen to a dialogue/conversation in order to act out/engage in concrete situations.	**Students are able to:** 1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.
	Range of operations 1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nonnative English speakers.	• Listen to a story and talk about main events/characters. • Listen and make predictions. • Listen and retell a story.	**Students are able to:** 1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.

	Range of attitudes 1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.	• Follow instructions for an oral input. • Listen to a short text or a dialogue & give supportive verbal/nonverbal listening cues.	**Students are able to:** 1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.
	Range of connections 1.4 Listening to a TV documentary from an English speaking TV channel to broaden their knowledge about topics learned in other subjects in order to present main points.	• Listen to different types of texts on environment related issues in order to complete a project. • Listen attentively to each other while working on/presenting a project. • Listen to make their own recordings.	**Students are able to:** 1.4 Identify some facts related to other school subjects from TV documentaries to complete a project.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts	**Range of language realities** 2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.	• Discuss different issues (e.g. problems faced by special needs learners) in classroom discussions. • Take part in an interview about jobs. • Talk about previous experience.	**Students are able to:** 2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.
	Range of operations 2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).	• Providing clarifications for real life situations. • Ask and answer questions about familiar topics using visual cues.	**Students are able to:** 2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and role-plays related to grade level topics.

	Range of attitudes 2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.	•Role-play varied situations using agreement/disagreement phrases when talking about sport, nationalities etc. •Describe events and dreams in pairs /in groups before performing a written task.	**Students are able to:** 2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.
	Range of connections 2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.	•Present different topics orally using visual aids/other sources of media. •Complete a project in pairs or groups.	**Students are able to:** 2.4 Present a short PPT presentation about the surrounding environment or other cultures, indicating what information from other subjects they used.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
3. Reading and viewing a range of texts by means of different mechanisms in a variety of contexts	**Range of language realities** 3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.	• Read and complete a table. • Read an article and match each paragraph with its suitable main idea.	**Students are able to:** 3.1. Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)
	Range of operations 3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.	• Read an article and take notes. • Read then guess the ending of a text. • Read to determine the main idea of a paragraph.	**Students are able to:** 3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.

	Range of attitudes 3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.	• Paraphrase events of a story/a text. • Read and discuss the suitable title.	**Students are able to:** 3.3. Present their favourite readings in a reading diary, in an oral presentation or during a round table.
	Range of connections 3.4. Exploring various sources for finding information needed to understand age appropriate texts.	• Read about (inventions, festivals. Etc.) And perform multi tasks using the internet. • Read and answer questions.	**Students are able to:** 3.4. Select information from various sources related to other subjects to complete a project or for different tasks.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
4. Writing different types of texts using strategies adapted to a variety of communicative purposes	**Range of language realities** 4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.	• Write short paragraphs about familiar topics of personal interest with the help of guide words. • Write 6 school rules.	**Students are able to** 4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.
	Range of operations 4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.	• Plan a writing topic using any of the pre-writing strategies (mind maps, graphs). • Write a first draft of a text, exchange and evaluate it in pairs. • Revise a text with regard to the logic of ideas, grammar and spelling accuracy etc. • Edit the text in its final version for being published.	**Students are able to** 4.2. Plan, write, revise and edit a short text in English

	Range of attitudes 3.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.	• Write short paragraphs about favourite types of houses/Ideal school. • Explain viewpoints in simple sentences.	**Students are able to** 4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.
	Range of connections 4.4 Using digital resources in writing to complete a project using topics related to other school subjects.	• Write about favourite recipe referring to different resources. • Write a paragraph about favourite jobs.	**Students are able to** 4.4. Compose short paragraphs about familiar topics related to other school subjects using different digital resources.

4.2.2 Learning Content Grade 7

Topic (Theme)	Content	List of items
•**World friends** •**Sports and activities** •**Planning for the week** •**School life** •**Camping** •**celebrations and food** •**Explorers and inventors** •**How people lived** •**The work we do** •**Work and personality** •**Energy and recycling** •**The weather**	**Vocabulary**	**World friends:** Adventure, break, car accident, operation, handicapped, traditional, decoration
		Sports and activities: Cave, diving, referee, argue, **control, vote, admire, hero**
		Planning for the week: Plan, weekly, launch, stay up, trick, reduce, glad, advice
		School life: Confused, rehearsal, trouble, project, clown, **quickly, journalist**
		camping: Camping trip, campsite, put up, matches tent, tin opener, torch, stove, compass
		Celebrations and food: Pour, chop, stir, bake, heat, flour, spicy, leaflet, assistant, customer
		Explorers and inventors: Engine, inventor, flight, invitation, designer, probably, issue, cultural
		How people lived: Governor, golden, rear, daily, gladiator, introduce, medieval, rule
		The work we do: Reward, lazy, earn, throw, complain, marine, flexible, gate, runway, staff, plane
		Work and personality: Profile, design, research, industry, composer, ambition, spend
		Energy and recycling: Brilliant, hill, water pump, operate, mayor, reuse, recycle, store, crush
		The weather: Weather, snowy, cloudy, rainy, sunny, stormy, degree, rise, predict, pollution, sea level

	Structure	Be, have got, possessive 's, simple present, modal can, pronouns, contractions, adverbs of frequency "always, usually, sometimes ..", questions with do – does, present continuous, adverbs "quickly, slowly..", demonstrative pronouns "these, those, that, quantifiers "some, any ", indefinite articles "a, an", personal pronouns, question tags, negation, how much, how many, past simple, passive voice, used to, prepositions, first conditional, future expressions "this afternoon, evening, conjunctions " and, so, but, modals " will, may, could
	Speech acts	• Talking about oneself • Talking about abilities • Planning • Giving instructions • Talking about time • Warning • Giving directions • Making suggestions • Giving an opinion • Refusing • Agreeing/disagreeing • Expressing preferences • Giving advice

4.3 Grade 8

4.3.1 Competences, learning activities and curriculum standards

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
1. Listening and understanding oral messages by means of different strategies in a variety of contexts	<u>**Range of language realities**</u> 1.1. Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.	• Listen to a story or aural information and retell it. • Listen and select a title from a range of alternatives. • Listen to different narratives to provide endings.	**Students are able to:** 1.1 Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.
	<u>**Range of operations**</u> 1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.	• Listen to answer some detailed questions. • Listen and guess unfamiliar words using clues from content. • Identify essential details for note taking	**Students are able to:** 1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.

	Range of attitudes 1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources	• Listen to a short text and participate in group discussions expressing opinions politely • Listen to a short text or a dialogue & give supportive verbal/nonverbal listening cues.	**Students are able to:** 1.3 Give supportive listening cues, maintain eye contact and express opinions politely while observing culturally acceptable behaviour while listening to various texts from different sources
	Range of connections 1.4. Listening to different types of instructions presented through audio recorded materials or TV, for example how to do a physical exercise, a recipe, how to take treatment, how to assemble a toy etc. to be able to follow instructions.	• Listen and follow instructions of cardio exercises. • Listen and complete steps of a project. • Listen to a recipe for a cake presented on radio or TV and note down the steps. • Working in pairs a pupil brings a kinder egg and the other gives instructions about how to assemble the toy inside.	**Students are able to:** 1.4 Follow oral instructions appropriately from different audio material to complete various tasks and projects.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts	**Range of language realities** 2.1. Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions.	• Act out real life dialogues using grade appropriate speech acts (opinion- advice – warning. etc.) • Describe pictures/ places/ activities etc. in groups.	**Students are able to:** 2.1 Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.
	Range of operations 2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time	• Ask & answer questions in a variety of topics. • Conduct an everyday telephone conversation.	**Students are able to:** 2.2 Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time.

	Range of attitudes 2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement and avoiding negative types of body language (finger pointing and eye rolling).	• Engage in role plays/simulations (interviews, phone conversations, etc.) • Talk about places (likes and dislikes). • Bring personal belongings (pictures, IPads, etc.) to talk about.	**Students are able to:** 2.3 Speak with respect, politeness & confidence in a range of collaborative discussions with diverse partners.
	Range of connections 2.4. Speaking about various topics, for example different cultures, sports, jobs and personalities using their knowledge acquired in other subjects.	• Present information about a scientific experiment. • Share and compare viewpoints about interesting places in other countries • Discuss environment issues with their classmates.	**Students are able to:** 2.4 present information related to other subjects, using appropriately the correct English terminology and the appropriate grammar structures.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
3. Reading and viewing a range of texts by means of different mechanisms in a variety of contexts	**Range of language realities** 3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.	• Read to tell the main idea of a text. • State if sentences are true or false according to text.	**Students are able to:** 3.1. Explain the global meaning and the purpose of grade level texts (informative, narrative, expository, etc.)
	Range of operations 3.2. Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.	• Match words with their definitions. • Read an interview in order to answer questions. • Read two simple texts and compare them.	**Students are able to:** 3.2. Make inferences and conclusions locating details and performing post reading tasks.

	Range of attitudes 3.3. Actively and enthusiastically engaging in reading age appropriate texts for different purposes	• Read and guess a title or an ending of a story. • Infer information from a simple text using context clues. • Read and complete a flow chart about a story. • Read illustrated novels written or translated in English appropriate for their age.	**Students are able to:** 3.3. Make simple presentations for their favourite book read in English
	Range of connections 3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts.	• Note main ideas of the text they read. • Read short texts in English through newspapers and advertisements to complete a project. • Match the photo with the right description.	**Students are able to:** 3.4. Select information from other subjects that help them in performing a task related to a text they read.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
4. Writing different types of texts using strategies adapted to a variety of communicative purposes	**Range of language realities** 4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.	• Write short paragraphs about favourite sports. • Write an e-mail to a friend introducing self. • Write a description of a picture.	**Students are able to** 4.1. Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.
	Range of operations 4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.	• Make a project about international space station/how papers are made/nature. • Use graphic organisers to plan the ideas of a topic. • Write a first draft about recycling.	**Students are able to** 4.2. Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.

	Range of attitudes 3.3. Actively and enthusiastically engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.	• Write about interesting places you can visit in Kuwait. • Making an advertisement about Kuwait • Write a report talking about Failaka Island	**Students are able to** 4.3. Produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.
	Range of connections 4.4 Selecting information related to other school subjects from different digital/ non digital sources for enhancing a written presentation.	• Produce sentences about saving energy and inventions. • Write simple paragraphs about inventions.	**Students are able to** 4.4. Search and select information from different digital/non digital resources to produce written presentations.

4.3.2 Learning Content Grade 8

Topic (Theme)	Content	List of items
•**Sporting life** •**In the past** •**Amazing world** •**World records** •**Life events** •**How we live** •**Ideas and thoughts** •**Messages** •**The environment** •**Explorations** •**Inventions** •**Creativity**	**Vocabulary**	**Sporting life:** athletics, sprint, throw, discus, swing, short, stretch, target
		In the past: humble, meadow, beg, pretty, pearl, clip, seagull, generation, rope
		Amazing world: huge, strangely, disturb, profession, engineer, strange, wide, human being, sandy
		World records : astonished, flow, sink, incredible, nearly, tile, treasure, minaret
		Life events: event, questionnaire, aero plane, modern, conversation, valuable
		How we live: hearty, extremely, stingy, leftover, inhale, deeply, deeply, furious
		Ideas and thoughts : hug, mud, lovingly, mighty, head for, rejoice, sacrifice
		Messages : giant, link, store, distribute, powerful, ancestor, method, capture
		The environment: tropical, erupt, cut down, sail, destroy, native, extinct, navigate
		Explorations : notice, pass by, wander, accidently, suffer, cry out, stare, entertain
		Inventions: wind-up, swimming pool, illness, expensive, simply, handle, invent, experiment
		Creativity: creativity, creative, evolution, dramatic, combine, involve, approach

	Structure	Present simple, present continuous, questions, gerunds, past simple, past continuous, comparatives, superlative adjectives, present perfect, for –since, present continuous as future, present passive, past passive, relative pronouns (that, which, who, where), indefinite pronouns, conjunctions (either ….or, although, both ..and after, future simple, zero and first conditional, prepositions
	Speech acts	• Seeking information • Expressing an opinion • Expressing preferences • Agreeing and disagreeing • Talking about the past • Preferences • Expressing conditions • Talking about future plans • Giving advice; Giving opinion; Giving reason

4.4 Grade 9

4.4.1 Competences, learning activities and curriculum standards

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
1. Listening and understanding oral messages by means of different strategies in a variety of contexts	**Range of language realities** 1.1Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.	• Listen to participate in role-playing. • Listen to predict an ending of a story. • Listen and re-arrange the correct sequence of a folktale.	**Students are able to:** 1.1 Explain their understanding of various texts they listen to.
	Range of operations 1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.	• Listen and fill in a table about famous characters. • Listen to a radio program to complete missing parts.	**Students are able to:** 1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.

	Range of attitudes 1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behavior while listening to different types of texts from different sources.	• Listen and express opinions about jobs. • Listen to complete sentences in order to write pieces of advice.	**Students are able to:** 1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behavior
	Range of connections 1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.	•Listen to media in order to talk about sports, famous places in world, history, etc. • Listen to Math puzzles and complete tasks.	**Students are able to:** 1.4 Capture and use different expressions in real life situations heard from various sources.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts	**Range of language realities** 2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.	• Act out real life dialogues using grade appropriate speech acts (opinion- advice – warning. etc.) • Describe pictures/ places/ activity, etc. in groups.	**Students are able to:** 2.1 Express opinions and exchange information related to common topics using grade level language.
	Range of operations 2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.	• Ask & answer questions in a variety of topics. • Discuss familiar topics in groups expressing different points of view.	**Students are able to:** 2.2 Use paralinguistic cues maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed most of the time.

	Range of attitudes 2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.	• Hold a simple discussion about a topic of their interest (e.g. sport) considering the proper behaviors conducted in a dialogue. • Speaking with respect while conversing about others' view points, decisions and choices when planning an event in a group task.	**Students are able to:** 2.3 Speak with respect & confidence through smoothness of speech and a minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy**.**
	Range of connections 2.4. Speaking about the Islamic civilization, the environment and health issues using their knowledge acquired in other subjects.	• Present information about a scientific experiment orally. • Discuss interesting places in other countries. • Talk about Kuwait's environment with their peers (e.g. water in Kuwait).	**Students are able to:** 2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
3. Reading and viewing a range of texts by means of different mechanisms in a variety of contexts	**Range of language realities** 3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.	•Ask and answer questions to demonstrate understanding of a text. •Read an article and complete a paragraph/summary/table	**Students are able to:** 3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.
	Range of operations 3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.	•Complete a questionnaire about health •Read and figure out the solution for a puzzle. •Read and state if a sentence is a fact or an opinion.	**Students are able to:** 3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.

	Range of attitudes 3.3. Reading a wide range of age appropriate texts independently and with confident.	•Read to give opinion about different life styles. •Read to discuss information about countries.	Students are able to: 3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.
	Range of connections 3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.	•Read to complete a table about information in a story/text •Read and discuss the features of problem solving.	Students are able to: 3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
4. Writing different types of texts using strategies adapted to a variety of communicative purposes	**Range of language realities** 4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words.	• Write a simple paragraph with the help of guide words • Write an opinion about different topics such as sports, cities or jobs.	**Students are able to:** 4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.
	Range of operations 4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.	• Write a report about traffic jams. • Make a project about famous explorer.	**Students are able to:** 4.2 Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.

	Range of attitudes 3.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.	•Make a project containing information about your country. •Write a paragraph about what makes you feel happy.	**Students are able to:** 4.3 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.
	Range of connections 4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.	•Write a paragraph about a dangerous job. •Write a diary about your weekends. •Write an article for Wikipedia about a place in Kuwait/ a personality of Kuwait.	**Students are able to:** 4.4 Search and select information from different digital resources to produce written presentations.

4.4.2 Learning Content Grade 9

Topic (Theme)	Content	List of items
World stories **Storytelling** **Countries** **Cities** **Get well** **Hygiene** **Finding answers** **Solving problems** **Emergency & rescue** **Journeys** **About our lives** **Wishes & regrets**	**Lexical items**	**World stories**: dramatically, Folktale, convey, Folklore, numerous, lore, wisdom, folk, myth.
		Storytelling: mood, script, conflict, document, research, oral historian, setting, plot, quality.
		Countries: Royal, pilot, mark, range, joyous, surround, relax, economy, monsoonal, rich in.
		Cities: improve, power, settlement, enormous, tramway, dialect, dweller, contrast, conquer
		Get well: illnesses, surgeon, symptom, allergy, injury, hygiene, anatomy, medicine, treat
		Hygiene: essential, disease, suffer, sanitation, industrialised, domestic, drinkable, lifestyle
		Finding answers: survival equipment, emergency, priority, situation, routines, fingerprints
		Solving problems: inspire, engage, counsellor, brainteaser, challenge, criteria, logic
		Emergency & rescue: rescue, coastguard, authority, alert, deliver, affect, restore
		Journeys: horizon, wonder, region, caravan, track, route, trade, exchange, decline
		About our lives: residence, fashion, happiness, serotonin, twins, community
		Wishes & regrets: wish, regret, organize, complain, pleasure, friendship, loyalty, respect

	Grammar	Present & past tense in the right context, second conditional, used to/didn't use to, past continuous, present simple (Active & passive, for general truth), sequence, connectors, can/could, Wh- questions, reported speech, present continuous, past continuous, direct & indirect speech, quantity, countable and uncountable nouns, quantity articles (a) & (the), model verb (would like), present perfect, past simple (time expressions), negation, modal verb (should), relative clauses, Non-defining relative clauses, Do you …?, going to + infinitive, I'll.., Shall I.., be going to, first conditional, second conditional, connectors of additional and contrast, present simple & continuous passive, passive with (can), past simple passive, present perfect, continuous, question tags, reported questions; noun suffixes, third conditional (If it had been me, I would have + pp), I wish ..+ pp
	Speech acts	- Suggestion - Give reason - Compare and contrast - For and Against - Ability - Express possibility - Ask & give information - Obligation - Give advice & warning - Guess - Express opinion & preference - Intention & make plans

		- Speech acts Describe places - Talk about quantity. - Express likes and dislikes - Express beliefs - Describe recent events - Describe sequence of events. - Describe process - Give explanation - Talk about habitual behavior - Talk about future plans - Agree & Disagree - Offer Help - Predict - Analyze problems - Express wishes and regrets

Part III: Recommendations for Implementing Curriculum and Standards for English Language: Intermediate Stage

1. Recommendations for the teaching and learning process

General aspects

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

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

■The curriculum indicates what students are expected to learn, in the form of information, attitudes, values, etc., and also suggests some learning experiences that may support them to do so.

■The teachers decide which teaching/learning approaches are the most appropriate in a given situation in order to support students' learning to meet the curriculum and performance standards.

■The on-going assessment (formative and summative) of learning is needed to inform teachers and students about what has already been learned, what has not been attained and what steps are needed in order to achieve the established standards.

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

Planning and Designing Teaching/Learning Activities

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

■What aims do I wish to achieve?

■How can I organize teaching and learning to achieve these aims?

■How do I know if I have been successful in reaching these aims?

Aims

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

Organizing the learning process to meet the 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 that the new curriculum focuses on learner-centeredness, not on pages covered in the textbook. It is important that teachers identify the standards that are to be achieved by their students, not just for a school year or a semester, but also for a teaching unit and even an individual lesson. To accomplish this, it will be necessary for teachers to develop a clear plan indicating how the students are to reach these standards. Bearing this in mind, teachers are encouraged to apply effective pedagogical principles to promote student learning. It has been recognized, in this respect, that a teacher's professional abilities are enhanced if they can translate key principles of the learning process into reality in the classroom. Some of these principles are presented below:

- Encouraging students enhances learning irrespective of learning styles and expectations.
- Continuous inquiry, effort and self-discipline promotes student learning.

- Learning develops through relationships and the abilities being learned, and these contribute to the gaining of knowledge and structuring skills, and through developing attitudes/values.
- Learning needs to be initiated from students' previous knowledge, relevant to the students' personal development and needs.
- Education takes place both through individual study and group activities, each dependent on the context of the learning process.

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

- Generate and maintain student motivation, developing student interest in sustained learning;
- Create a supportive learning environment;
- Create learning opportunities for students which facilitate achieving the proposed goals;
- Identify and stimulate students' skills and interests;
- Encourage not only the transfer of knowledge, but also transfer of values and attitudes.
- Inspire both reflective thought and action;
- Enhance the relevance of new learning (from the student's perspective);
- Facilitate shared, cooperative and active learning;
- Build upon prior learning and experiences;
- 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 that students achieve the curriculum standards stated in this curriculum, teachers should:

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

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

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

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

The use of real-world contexts helps teachers to create meaningful learning activities that center on the resources, strategies and contexts that students encounter presently and in the future. Such teaching fosters cooperation and communication, enhances critical thinking skills, and boosts learners' performance.

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

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 students. Assessment may also be taken in a formal way where students are given a specific task to be carried out at an established time and for a set duration of time; it may be a classroom test, or an examination set in an external location outside the school. Assessment may also be something "in-between" the two examples above. In this case, assessment may be conducted through a project as a presentation made by students to classmates in the presence of the teacher.

The approach used and the time at which the assessments take place depends heavily on the purpose of the assessment. Undoubtedly, the major goal of the formal types of assessment is to determine students' achievement of performing a prescribed set of learning tasks.

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

2.1. Examinations and National Assessment

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

the teacher and how the teacher may use assessment as an indicator of a student's progress.

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

2.2. Classroom Assessment

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

2.2.1. Types of Classroom Assessment

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

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

This is a powerful form of assessment if executed with due care and diligence. Nevertheless, as it is seen as an integral part of teaching, the teaching definitely comes first in importance. It is important, as mentioned earlier, that the teacher is

willing to abandon such forms of assessment whenever teaching aspects, for whatever reason, are compulsory. The teacher may wish to offer guidance to an individual student based on a specific requirement, or a realization that the students are not progressing as anticipated. In all cases, the teacher will need to be the evaluator of the situation.

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

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

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

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

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

2.2.2. Some formative assessment approaches

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

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

2.2.3 Recording marks

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

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

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

	Dimension	Curriculum Standard	Criteria for assessment	Mark/grade given
1	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 questions through experimentation, testing predictions, interpreting data, drawing conclusions)	
			Cooperates with others in a group and fully participates in the work of the group	
			Demonstrate leadership skills – guiding the group by thinking creatively and helping those needing assistance (cognitively or in terms of psychomotor operations)	
			Shows tolerance and gives encouragement to the group members	

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

3. Recommendations for managing the school-based curriculum

3.1. Roles and responsibilities

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

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

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

(i) At the strategic level, principals, in close cooperation with their teams, need to build School Development Plans, including the vision and the mission of the school they are responsible for, as well as specific targets addressing the long-term needs of the school, thus making all school activities coherent and meaningful.

(ii) At the operational level principals - together with their teams - need to find concrete solutions that enable all learners in Kuwait to reach the curriculum and performance standards, through:

- Adapting, the national curriculum to the realities in their school in innovative ways;
- Organizing the school-based curriculum effectively by providing support for slow learners (remedial education) and for gifted learners (extended curriculum), as explained below;
- Monitoring and reviewing the policies, aims and objectives, and whether the targets and priorities are being achieved.

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

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

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

3.2. Suggestions for implementing the school-based curriculum

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

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

3.3 Solutions for managing the school-based curriculum

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

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

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

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

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

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

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

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

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

- Additional teaching and learning activities that can help achieve specific competences (i.e. optional subjects, project work, community service, artistic and sports activities):
- Remedial activities for students experiencing learning difficulties;
- Reinforcement of knowledge, skills and attitudes in certain learning areas;

- Development of school-specific activities that define a school project, such as teaching and learning of languages; ICT, and career orientation;
- Development and implementation of customized curricula in relation to local conditions, resources and needs;
- Reinforcement of career orientation, and preparation for life and work.

4. Recommendations for developing teaching and learning materials

4.1. General information useful for teaching and learning materials developers

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

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

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

D. Teaching and learning materials may be ready-made printed textbooks, kits for different subjects, on-line resources and education software. Ideally, however, teachers should develop their own teaching materials that they have tailored to the context in which they are being used and to the students in whose classes 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 are responsible to ensure that the teaching and learning materials they use are appropriate to their students' developmental growth, and relevant to the achievement of anticipated learning outcomes.

4.2 Criteria for developing effective teaching and learning materials

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

1. Are relevant a) to promote the vision, principles and values established by the National Curriculum Framework in Kuwait; b) for a competence-based, student-cantered type of curriculum; and c) address knowledge, skills, values and attitudes required by the National Curriculum;
2. Address cross-cutting issues, for example gender equity, environmental issues, concepts of globalization, HIV/AIDS, rational consumption, health and others;
3. Are directly related to a school's curriculum policies and programs;
4. Support an inclusive curriculum, thus helping students to be aware of Kuwaiti cultural diversity and promote respectful relations with others;
5. Help teachers to increase the quality of planning, thus avoiding routine, and encouraging student involvement, creativity and diversity in learning;
6. Stimulate students to be motivated for, and engage in, learning;
7. Stimulate students to explore natural and social phenomena independently;
8. Encourage greater interaction among students in the learning process;
9. Assist teachers to differentiate learning by activating each student's learning style and rhythm of learning;
10. Motivate students and teachers to examine their own attitudes and behavior and to comprehend their duties, responsibilities, rights and privileges as citizens in the Kuwaiti modern society;

11. Encourage understanding of the Kuwaiti cultural heritage, as well as the contribution of different cultural and linguistic groups, people with disabilities, and others;

12. Are relevant to the age of the students for whom they are oriented and effective for their emotional, intellectual, social and cultural development. This includes the assurance that students will not be exposed to offensive materials that may include materials which inappropriately describe, express or otherwise deal with matters of sexual, ethnical or religious discrimination, drug misuse or addiction, crime, cruelty, violence or revolting or abhorrent phenomena.

13. Provide opportunities for students to develop critical thinking and active involvement in social life;

14. Present a range of views on a wide range of issues;

15. Are easy for students to understand and to use;

16. Consider national and international safety standards, not affecting the corporal integrity or the life of the students;

17. All printed materials consider national and international standards in terms of physical production (quality of cover card text paper, binding etc.), readability and durability.

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

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

- Take into consideration the policy-makers' and parents' interest to increase the effectiveness of the school learning;
- Be aware that the effectiveness of whatever learning materials that are available depends on the ability of the teacher to use them as intended;
- Organize training sessions with teachers, guiding them on how to use products for the benefit of students and do not just produce and commercialize the materials;
- Ensure that teachers are able to develop their own teaching and learning materials tailored to the needs of specific learning activities and organize training sessions to enable teachers to develop such competences;
- Develop textbooks that do not include merely information, but a wide 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' workbooks;
- Shift gradually the emphases from printed materials to interactive e-books and e-materials.

Appendixes

Appendix1. Types of competences developed through the Kuwait National Curriculum

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

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

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

Specific Competences: Specific Competences are sub-divisions of the General Competences, representing stages in the acquisition of the General Competencies. The Specific Competences are structured and developed in students during a school year. As compared to the General Competences, Specific Competences define more specific systems of integrated knowledge, skills and attitudes/values; they can cover specialized, topic-based competences students should display by the end of each grade. The Specific Competences are categorized in accordance to their reference to the following dimensions:
- A range of realities (knowledge) specific to the subject;
- A range of operations (skills and strategies) specific to the subject;
- A range of personal and social responses (attitudes, values, beliefs) mobilized by the knowledge and skills acquired in a certain subject;
- A range of connections with other subjects.

Appendix 2: Types of standards

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

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

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

Appendix 3: Key Competences

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

1. Islamic Religious and Ethical Competences
These competences refer to enhancing national, Arabic, Islamic and global identities, through a sense of belonging, as well as open and mutual understanding with others – meaning that Secondary level graduates are able to: • Show respect for the values of Islam and prize their Arabic and Islamic identity; • Identify, respect, assume/internalize and promote in individual and community life the religious, cultural and ethical values of Islam; • Act in everyday life being culturally aware of the pillars of their Islamic religion, respecting the values of the Kuwait State and its constitution, and being aware of their own ethnic and cultural identity, language and national traditions; • Show respect to parents, family, school and teachers, society at large, understanding their values and traditions; • Show openness to enriching their personal identity through understanding other cultures and values as part of their global identity; assume a wider concept of identity as an opportunity for personal and collective enrichment and not as a threat to any individual, local or national identity; • Clearly internalize and affirm their rights as a Moslem individual; • Show respect and appreciation for their own religion, ethical values, and beliefs as well as the values and beliefs of others.

2. Communicative Competences in Arabic Language
These competences refer to the learners' ability to communicate fluently in Arabic in a large variety of contexts, settings, and subjects – meaning that Secondary level graduates are able that: • Communicate through Arabic language as well as other symbols, signs (of natural and artificial languages) and codes (including non-verbal ones); • Understand and use the Arabic language arts represented in speaking, listening, reading, writing, and viewing. • Engage in, and contribute to respectful and productive dialogue in Arabic; • Demonstrate the ability to follow general communication/interactional rules in Arabic while being also creative; • Process and interpret appropriately the cultural, aesthetic as well as ethical values embedded in classical and current day Arabic culture; • Preserve the values of Arabic culture, and contribute creatively according to their capacities to further nurture these values.
3. Communicative Competences in English
These competences refer to the learners' ability to communicate effectively in English in a range of contexts – meaning that Secondary level graduates are able to: • Communicate verbally/nonverbally in English; • Express themselves through the symbols and signs of English; Use English language arts (listening, speaking, reading, writing, viewing); • Engage in, and contribute to respectful and productive dialogue in English; • Demonstrate the ability to follow general communication/interactional rules in English and while being also creative; • Process and interpret appropriately the cultural, aesthetic as well as ethical values embedded in the English language and culture; Protect the rights of intellectual property; • Show respect to the diversity and multiplicity of cultures.

4. Mathematical Competences
These competences refer to the learners' ability to express themselves by using the mathematical language and mathematical understanding, as well as related symbols, signs and codes in a range of social and professional contexts – meaning that Secondary level graduates are able to**:** • Apply and use mathematical competences in everyday life; • Use creatively – in concrete life settings - the logical reasoning and basic operations of arithmetic, geometry, statistics and other related mathematical domains; • Use approaches typical to logical and mathematical thinking as well as problem solving in various life-related situations and contexts: identify a problem; understand the key request – question of the problem, identify, locate and access appropriate information needed for solving the problem, construct hypotheses, critically process (analyze, synthesize, organize, use and apply) information/knowledge; develop conceptual thinking and sound reasoning; evaluate options and make informed decisions; • Engage individually and in cooperation with others in creative problem solving; • Design and conduct innovative and original mathematics-related projects; • Use a mathematical way of thinking for identifying and solving a variety of problems in real-life situations and in various domains of knowledge; • Show interest in public matters, and contribute to problem solving at school and community level.

5. Social and Civic Competences

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

- Engage competently and responsibly in their private, public and professional lives based on the understanding of their local and wider environments and how they function (i.e. the structures, culture, practices, rules and expectations) as well as their role therein as active citizens volunteering and participating in the service of their community and country;
- Cope actively with multicultural differences and constructively and positively deal with issues of diversity and differences;
- Show respect for their own rights and the rights of others, regardless of their ethnicity, language, culture, religion, gender, age, social and educational background and economic status;
- Respect all types of social organizations and systems;
- Respect social and cultural beliefs of others and reject all types of intolerance, extremism and racism;
- Show responsibility for themselves, for others, for society and for the environment;
- Demonstrate initiative and take decisions, fulfil duties and obligations, being aware of, and acknowledge the consequences of personal and collective actions;
- Connect the causes to the result of different social phenomena and processes and be aware of their consequences;
- Actively and responsibly exercise their rights that do not conflict with the respect of the rights of others;
- Demonstrate through concrete action the spirit of citizenship and care for public interest;
- Value diversity and demonstrate tolerance, respect, and inclusive attitudes;
- Manage and solve conflicts constructively;
- Participate in democratic decision making at all levels in families, schools, local communities and neighborhood activities, as well as in local and national political processes;

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

6. Scientific, Technological and Digital Competences

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

- Identify, 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 the results of different scientific approaches in everyday life settings in school and beyond;
- Use technology and Information and Communication Technology (ICT) in everyday life situations;
- Use ICT and media effectively and responsively as key interaction and communication; "" "philosophy of the digital age",
- Initiate innovative projects related to technology and communication sciences;
- Behave ethically when navigating on the Internet;
- Use responsibly e- and network-based learning, learning communities,), Facebook. Twitter, etc.

7.Personal Development and Learning to Learn Competences

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

- Demonstrate, through action, their understanding to learn throughout life;
- Use and manage information correctly, critically, creatively and responsibly;
- Determine the most suitable learning methods and strategies for themselves;
- Improve own learning styles;
- Determine priorities and learning objectives;
- Show initiative, assess risks and handle obstacles to learning;
- Build on, and apply prior learning and experiences;
- Use all appropriate resources for the full development of their own individual potential and the potential of others from the perspective of a holistic approach;
- Appropriately balance the intellectual, emotional and motional components of their personality, reinforcing their self-confidence and self-esteem, positive motivation and the capacity to make proper use of their attributes, while respecting and valuing the attributes of others;
- Correctly identify and use their own strengths and weaknesses, build on strengths and work to overcome weaknesses;
- Make informed choices and decisions about health, diet and physical culture and exercise;
- Pursue personal life plans and projects and assess whether and how goals were achieved;
- Act autonomously and responsibly, with the full awareness of consequences;
- Recognize and manage their emotions;
- Relate to, co-operate with and empathize with others;
- Manifest compassion and tolerance toward others;
- Initiate, maintain, and sustain healthy relationships with others, including with individuals from diverse backgrounds;
- Overcome prejudices and compromises that might affect others' interests;
- Manage stress, anger, traumas and resolve inter-personal conflicts constructively;
- Observe and apply the rules of good behavior and ethics in various situations;
- Take responsible choices regarding future life and profession according to individual needs and the benefit of their society;

- Link harmoniously theoretical knowledge to practical activities, displaying a positive attitude towards learning;
- Apply acquired knowledge and skills from all school subjects to further studies, in work, as well as in their public and private lives;
- Recognize and use realities, creativity, aesthetic values of music, art and all areas of Kuwaiti cultural expression, as well as of other world cultures;

Promote Islamic values and national identity through artistic expressions at national and international level.

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

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

- Use valuable up-to-date knowledge and instrumental skills which enable them to cope with the challenges of a knowledge society, a global economy, and lifelong learning prospects in an increasingly interdependent world;
- Use creatively knowledge on basic and alternative economic resources in Kuwait and the region;
- Initiate or participate in local economic projects according to individual interests and own; community needs;
- Participate in initiating, organizing, managing, monitoring and evaluating projects that have economic and financing impact;
- Manage resources, time, people and their environment productively and responsibly;
- Work cooperatively with others, share and manage conflicts;
- Act autonomously and responsibly, showing initiative and assessing risks;
- Evaluate own work and reflect critically on aims and purposes;
- Use in their interest information on career choice and development, develop individual career; plan and follow it consequently while adapting it to changing individual and social settings;
- Demonstrate openness and potential for learning to live together and promote the principles of sustainable development;
- Show curiosity and inquisitiveness and demonstrate positive and constructive attitudes towards differences;
- Create, innovate, and interact with others through developing art productions in a variety of art fields;
- Exercise their rights and responsibilities within the family, different communities, the work place, and public life;
- Contribute to preserving the environment and to sustainable development at local and global levels.