

# NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

(MINISTRY OF EDUCATION)



## ARABIC COMMON CORE PROGRAMME (CCP) CURRICULUM FOR B7/JHS1 - B9/JHS3

SEPTEMBER, 2020

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MINISTRY OF EDUCATION  
REPUBLIC OF GHANA

## Arabic Curriculum for B7/JHS1-B9/JHS3

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Ministry of Education  
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## FOREWORD

The Ministry of Education, acting through the National Council for Curriculum and Assessment (NaCCA) has, in recent times, been working on curriculum and assessment reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in Ghana. This curriculum, known as the Common Core Programme (CCP), is a sequel to the Kindergarten Primary standards-based school curriculum, the implementation of which commenced with the 2019/2020 academic year. The CCP is carefully designed for learners in Basic 7 to Basic 10 (JHS 1 – 3) as part of a holistic learning experience that prepares them for post-secondary education, the world of work or both. The curriculum focuses on building character and nurturing values, in addition to ensuring a seamless progression for all learners from JHS to SHS and creates clear pathways for academic and career-related programmes from Basic 11 to Basic 12 (SHS2 - SHS3).

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

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

**Dr Matthew Opoku Prempeh (MP)**

*The Honourable Minister of Education*

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

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## INTRODUCTION

In the first four years of high school education, learners are expected to take a Common Core Programme (CCP) that emphasises a set of high, internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The CCP runs from Basic 7 through Basic 9.

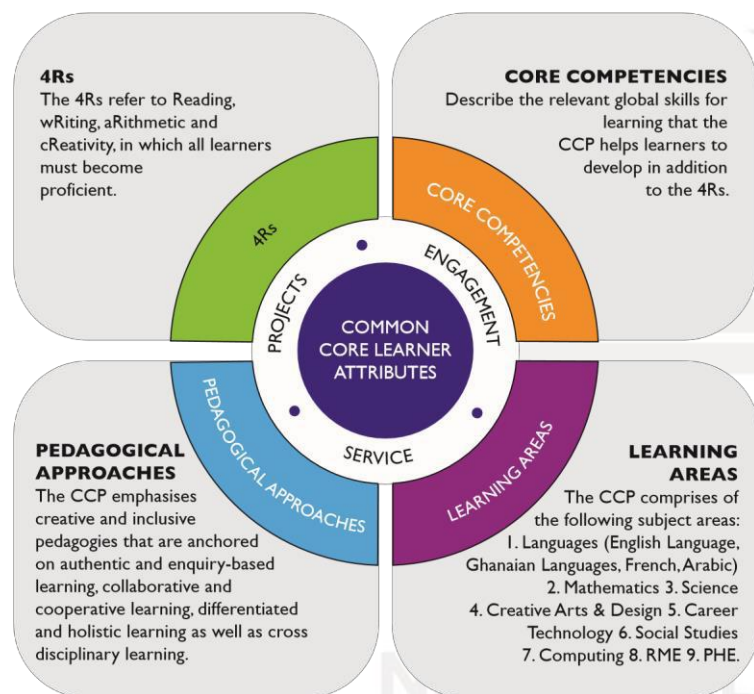
The common core attributes of the learner, which describe the essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective), are at the centre of the CCP (see Figure 1). Inspired by the values which are important to the Ghanaian society, the CCP provides an education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

The features that shape the CCP are shown in Figure 1. These are:

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

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**Figure 1: CCP Learner Attributes**

## Learning and Teaching Approaches

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

## Learning context

The CCP places emphasis on engagement of learners in classroom activities, and projects (in and out classroom). These projects can involve individual or group tasks which all learners are required to complete by the end of Basic 9. The CCP projects provide learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavour. Community service offers opportunities for learners to nurture, love and care for, and solve problems in their community.

## Learning Areas

The CCP comprises the following learning areas:

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

This document sets out the standards for learning Arabic in the CCP. The standards in the document are posited in the expectation that the CCP (B7/JHS1–B9/JHS3) will offer quality education for all learners. The design of this curriculum is based on the features of the CCP as shown in Figure 1. It emphasises a set of high internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these competencies in Arabic for post- secondary education, workplace training or both. The curriculum has been designed to be user friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, profile of expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

## **RATIONALE**

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



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## **PHILOSOPHY**

### **Teaching Philosophy**

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

### **Learning Philosophy**

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

## **AIMS**

### **General Aims**

The general aims of teaching the Arabic language are:

1. To enable learners to respond actively to the opportunities and challenges of the rapidly changing world by acquiring requisite knowledge, skills and values not only to realise their potentials and achieve their goals in life, but to empower them to participate meaningfully in nation-building and appreciate the geo-politics of the world.
2. To help learners achieve a high level of fluency in Arabic with commitment to academic research, using critical thinking and ethical engagement so as to become part of the new generation of global communicators and scholars

### **Specific Aims**

The specific aims of teaching the Arabic language are:

1. To enable learners to develop knowledge and understanding, and to acquire the four communicative skills (listening, reading, speaking and writing) necessary for effective interaction.
2. To develop the child's intellect, creativity and potentials to become part of world-class human resources with capabilities and enhanced career opportunities.
3. To develop a better awareness of diversity of cultures by gaining direct insights into cultures of the world.
- 4.

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## PROFILE OF EXPECTED LEARNING BEHAVIOURS

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

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

### Knowledge, Understanding and Application

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

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

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

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

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

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

**Understanding:** The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some concepts that may be verbal, pictorial, or symbolic.

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

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

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

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

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

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

### **Attitudes, Values and Process Skills**

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

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



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

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

### Values

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

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

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

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

**Commitment to achieving excellence:** Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing



their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.

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

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

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

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## **ASSESSMENT**

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. Assessment may be formative, summative, diagnostic, or evaluative depending on its purpose. It is integral to the teaching-learning process, promoting learning and improving instruction.

In the CCP, it is suggested that assessment involves assessment for learning, assessment of learning and assessment as learning, which are described in the subsequent paragraphs.

### **Assessment for Learning (AfL)**

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

It is a continuous process that happens at all stages of the instructional process to monitor the progress of a learner and to offer feedback or change teaching strategies to achieve the goal of a lesson.

### **Assessment as Learning (AaL)**

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

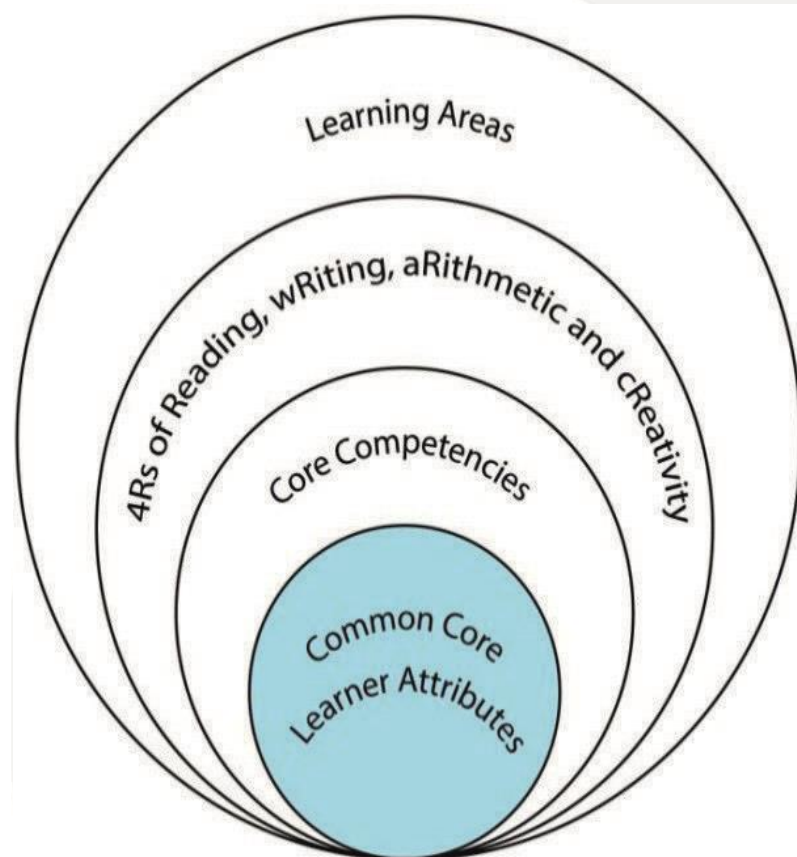
### **Assessment of Learning (AoL)**

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

## What do we assess?

Emphasis on assessment in the CCP is on:

- the Common Core Learner Attributes, which are essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective).
- Knowledge and skills with emphasis on the 4Rs **in the learning areas**
- Core competencies with emphasis on attitudes and values developed **through the learning and its context as well as the pedagogical approaches**. The Process is illustrated diagrammatically in Figure 2.



**Figure 2: Essential Assessment Features**

## How do we monitor progress?

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

**Table I Modes of Assessment**

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

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

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

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

## REPORTING SCHOOL-BASED ASSESSMENT (SBA) IN THE CCP

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

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

Level of Proficiency	Benchmark	Grade Level Descriptor
1: Highly proficient (HP)	80% +	Learner shows high level of proficiency in knowledge, skills and values and can transfer them automatically and flexibly through authentic performance tasks.
2: Proficient (P)	68-79%	Learner demonstrates sufficient level of proficient knowledge, skills and core understanding; can transfer them independently through authentic performance tasks.

3: Approaching Proficiency (AP)	54-67%	Learner is approaching proficiency in terms of knowledge, skills and values with little guidance and can transfer understanding through authentic performance tasks.
4: Developing (D)	40-53%	Learner demonstrates developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks.
5: Emerging (E)	39% and below	Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help.

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

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

## CREATIVE PEDAGOGICAL APPROACHES

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

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

### Learning-centred Pedagogies

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

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

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

1. makes learners feel safe and accepted;
2. helps learners to interact with varied sources of information in a variety of ways;
3. helps learners to identify a problem suitable for investigation through project work;



4. connects the problem with the context of the learners' world so that it presents realistic opportunities for learning;
5. organises the subject matter around the problem, not the subject,
6. gives learners responsibility for defining their learning experience and planning to solve the problem;
7. encourages learners to collaborate in learning;
8. expects all learners to demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions than for teachers to provide the answers and their opinions in a learning centred classroom.

### **Inclusion**

Inclusion is ensuring access and learning for all learners, especially, those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access and accessibility to quality education is met. The Curriculum suggests a variety of approaches that addresses learners' diversity and their special needs in the learning process. When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning experiences should take these differences into consideration.

The curriculum therefore promotes:

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

### **Differentiation and Scaffolding**

**Differentiation** is a process by which differences (learning styles, interests and readiness to learn) among learners are accommodated so that all learners in a group have the best chance of learning. Differentiation could be by content, tasks, questions, outcome, groupings and support.

Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through (i) Task



(ii) Support from the Guidance and Counselling Unit and (iii) Learning outcomes.

- **Differentiation by task** involves teachers setting different tasks for learners of different abilities. E.g. in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan.
- **Differentiation by support** involves the teacher giving needed support and referring weak learners to the Guidance and Counselling Unit for academic support.
- **Differentiation by outcome** involves the teacher allowing learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

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

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

Common scaffolding strategies available to the teacher are:

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

## Information Communication Technology

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

ICT has the potential to innovate, accelerate, enrich, and deepen skills. It also motivates and engages learners to relate school experiences to work practices. It provides opportunities for learners to fit into the world of work.

Some of the expected outcomes that this curriculum aims to achieve are:

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

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

Learners need to be exposed to various ICT tools around them including calculators, radios, cameras, phones, television sets and computers and related software like Microsoft Office packages - Word, PowerPoint and Excel as teaching and learning tools. The exposure that learners are given from Basic 7 – 9 to use ICT in exploiting learning will build their confidence and increase their levels of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and competence level of learners.

## CORE COMPETENCIES

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

### **Critical Thinking and Problem Solving (CP)**

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

### **Creativity and Innovation (CI)**

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

### **Communication and Collaboration (CC)**

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

### **Cultural Identity and Global Citizenship (CG)**

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

### **Personal Development and Leadership (PL)**

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

### **Digital Literacy (DL)**

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

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

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## INSTRUCTIONAL EXPECTATIONS

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

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

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

For this reason, the teacher should:

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

### Suggested Time Allocation

A total of three periods a week, each period consisting of 50 minutes, is allocated to the teaching of Arabic from B7/JHS1 – B9/JHS3. One period per day (50-minutes per period) is recommended.

## ORGANISATION AND STRUCTURE OF THE CURRICULUM

The curriculum is organised under key headings and annotations.

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

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

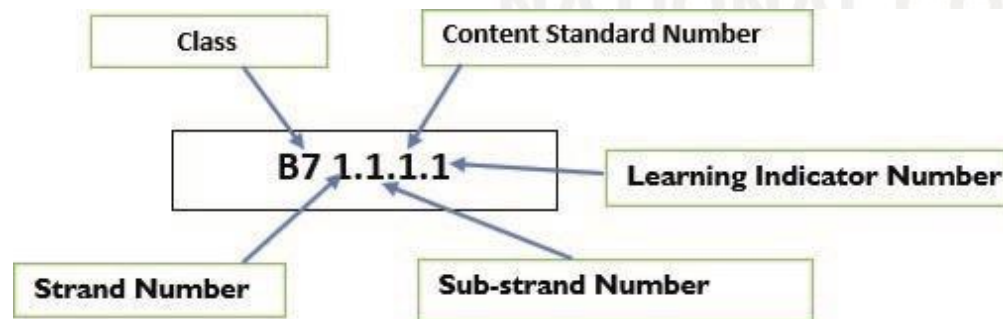
**Content standards** are the expected level of knowledge, skill and/or attitude that a learner must attain at each grade level.

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

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

### Annotation

A unique annotation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The annotation is defined in Figure 3:



## SCOPE AND SEQUENCE

STRAND	SUB-STRAND	B7/JHS1	B8/JHS2	B9/JHS3
Listening	Phonics of Arabic Language	✓	✓	
	Listening Comprehension and Participation	✓	✓	✓
Speaking	Everyday Oral Communication	✓	✓	✓
	Oracy and Aesthetics	✓	✓	✓
	Integrated Grammar		✓	✓
Reading	Characters of Arabic Language / Textual Features and Symbols	✓		
	Phonological awareness / Oral Reading Fluency		✓	✓
	Reading Comprehension	✓	✓	✓
	Critical Reading		✓	✓
	Integrated Grammar	✓	✓	✓
Writing	Handwriting and Calligraphy (Al-Khatt)	✓	✓	✓
	Composition	✓	✓	✓
	Creative Writing			✓

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**STRAND: B7/JHS1.1 Listening**  
**SUB-STRAND: B7/JHS1.1.1 Phonics of Arabic Language**

Content Standard	Indicators and Exemplars	Core Competencies																
		Communication and Collaboration (CC), Creativity and Innovation (CI), Critical thinking and Problem Solving (CP)																
<b>B7/JHS1.1.1.1</b> Learner recognises Arabic alphabet and the audio representation of each letter in words, phrases and simple sentences.	<b>B7/JHS1.1.1.1.1.</b> Identify the 28 sounds of Arabic consonants and vowels, and the various sound groupings.  <b>Exemplars:</b> 1. Identify sounds represented by the following letters: <div>             ا ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع غ ف ق ي           </div> 2. Identify the place of articulation of the following sound groupings. <table> <tr> <td>Bilabial</td> <td>م - ق - ع</td> </tr> <tr> <td>Denti-alveolar</td> <td>ض - ط - د - ذ</td> </tr> <tr> <td>Labio-dental</td> <td>ف</td> </tr> <tr> <td>Alveolar</td> <td>ظ - ز - ش - ص - ض - ي - ل</td> </tr> <tr> <td>Uvular</td> <td>ئ - خ - ق</td> </tr> <tr> <td>Inter-dental</td> <td>ذ - ث</td> </tr> <tr> <td>Pharyngeal</td> <td>ع - ح</td> </tr> <tr> <td>Glottal</td> <td>ه - ا</td> </tr> </table>	Bilabial	م - ق - ع	Denti-alveolar	ض - ط - د - ذ	Labio-dental	ف	Alveolar	ظ - ز - ش - ص - ض - ي - ل	Uvular	ئ - خ - ق	Inter-dental	ذ - ث	Pharyngeal	ع - ح	Glottal	ه - ا	<b>CC7.1:</b> Identify real communication elements appropriately
	Bilabial	م - ق - ع																
Denti-alveolar	ض - ط - د - ذ																	
Labio-dental	ف																	
Alveolar	ظ - ز - ش - ص - ض - ي - ل																	
Uvular	ئ - خ - ق																	
Inter-dental	ذ - ث																	
Pharyngeal	ع - ح																	
Glottal	ه - ا																	
	<b>B7/JHS1.1.1.1.2.</b> Show ability to listen to and identify phonemes as shown in the examples.  <b>Exemplars:</b> Identify phonetic representations of letters in the attached words. <div>             ا - كَرَب - ج - جَزَر           </div>	<b>CC7.1:</b> Identify real communication elements appropriately																





<b>B7/JHS1.1.1.3</b> Learner identifies audio representation of words, phrases and simple sentences about classroom and school tools.	<b>B7/JHS1.1.1.3.1.</b> Identify the sound patterns and pronunciations of names of classroom items within simple phrases and sentences. <b>Exemplars:</b> <ol style="list-style-type: none"> <li>1. Identify names of learning tools from a reading text.  <p> نَم      كُتَاب      مِسْطَرَة      نَاقِصُ رِصَا حَت      حِثْبَة      كِرَاسَة </p> </li> <li>2. Identify names of items in a classroom from an audio material.  <p> كُرْسِي      طَاوِلَة      حِثْبَة      مِسْبُورَة      مَلْجَحَة </p> </li> </ol>	<b>Communication and Collaboration (CC), Creativity and Innovation (CI), Critical thinking and Problem Solving (CP)</b>
	<b>B7/JHS1.1.1.3.2.</b> Recognize the sounds and meanings of words in everyday simple questions. <b>Exemplars:</b> Answer the following questions in your own words. <p> أَيْنَ الْكُتَابُ؟ ..... أَيْنَ الْقَلَمُ؟ .....  مَنْ أَيُّ ذَاكَ؟ ..... مَنْ صَدِيقُكَ؟ .....  مَا هَذَا؟ ..... </p>	<b>CC7.1:</b> Identify words or sentences in context or appropriately
	<b>B7/JHS1.1.1.3.2.</b> Recognize the sounds and meanings of words in everyday simple questions. <b>Exemplars:</b> Answer the following questions in your own words. <p> أَيْنَ الْكُتَابُ؟ ..... أَيْنَ الْقَلَمُ؟ .....  مَنْ أَيُّ ذَاكَ؟ ..... مَنْ صَدِيقُكَ؟ .....  مَا هَذَا؟ ..... </p>	<b>CC7.1:</b> Identify words or sentences in context or appropriately
<b>B7/JHS1.1.1.4</b> Learner identifies audio representation of words, phrases and simple sentences about classroom and school activities.	<b>B7/JHS1.1.1.4.1.</b> Identify various sounds that form words and phrases on learning activities <b>Exemplars:</b> Show listening skill by writing out the following words in a dictation: <p> قِرَاءَة      دِرَاسَة      كُتَابَة      رِسْم      امْحَاف      جَوَاب      مَذَاكِرَة </p>	<b>Communication and Collaboration (CC)</b>
		<b>CC7.1:</b> Identify words or sentences in context appropriately

	<p><b>B7/JHS1.1.1.4.2.</b> Identify various sounds of Arabic letters that form words and phrases that represent teaching acts. Exemplars:</p> <p>Write out the following words related to classroom activity in a dictation.</p> <p>تدريس    يشرح    يقرأ    يرسم    يصحح    لفتاة</p> <p><b>B7/JHS1.1.1.4.3.</b> Demonstrate understanding of the difference in the sounds of the Arabic sun and moon letters in words associated with teaching and learning activities, (الروكبة الممطرة) (الروكبة الشمسية)</p> <p><b>Exemplars:</b></p> <p>Distinguish between the fused (ل) and the following consonants in the words that follow:</p> <p>أ - ب - ج - ح - خ - ع - غ - ك - ن - ي - و - ي</p> <p>الشمس، المطر، الشمس، المطر، الشمس، المطر، الشمس، المطر</p> <p>ت - ث - د - ذ - ر - ز - س - ش - ص - ض - ط - ظ - ع - ف</p> <p>الدم، المطر، الشمس، المطر، الشمس، المطر، الشمس، المطر</p> <p>Re-arrange the following letters into the moon and sun letters:</p> <p>ا ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع غ ك ن ي و ي</p>	<p><b>CC7.1:</b> Identify real communication elements appropriately</p> <p><b>CC7.1:</b> Identify real communication elements appropriately</p> <p><b>CC8.</b> Identify real communication elements appropriately <b>5:</b></p>
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**STRAND: B7/JHS1.1 Listening**  
**SUB-STRAND: B7/JHS1.1.2 Listening Comprehension and Participation**

Content Standard	Indicators and Exemplars	Core Competencies
		Communication and Collaboration (CC),
<b>B7/JHS1.1.2.1</b> Learner identifies sounds representing descriptive words and phrases, and simple sentences associated with colour, number, shapes, etc.	<b>B7/JHS1.1.2.1.1.</b> 1. Show understanding of the difference in intonation of simple phrases relating to sizes and heights in the classroom and school environment.  <b>Exemplars:</b> Mimic with the hand the size of items in class or immediate environment at the mention of the following words.  <div style="display: flex; justify-content: space-around; align-items: center;"> <span>صغائر</span> <span>كبار</span> <span>طويل</span> <span>قصير</span> <span>متوسط</span> </div>	<b>CC7.3:</b> Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.
	<b>B7/JHS1.1.2.1.2</b> Show understanding of the difference in intonation of simple phrases relating to weights and temperature of class and school environments.  <b>Exemplars:</b> Mimic with the hand and facial expressions the weight and temperature of things in immediate environment at the mention of the following words.  <div style="display: flex; justify-content: space-around; align-items: center;"> <div> <b>Weights</b>   <div style="display: flex; justify-content: space-around;"> <span>ثقيل</span> <span>خفيف</span> </div> </div> <div> <b>Temperature</b>   <div style="display: flex; justify-content: space-around;"> <span>بارد</span> <span>ساخن</span> <span>حار</span> <span>دافئ</span> </div> </div> </div>	<b>CC7.1:</b> Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.
	<b>B7/JHS1.1.2.1.3.</b> Identify the difference in intonation of simple phrases relating to numbers, colours and shapes of people and objects in class and school environments.	<b>CC7.1:</b> Identify words or sentences in context or appropriately

	<p><b>Exemplars:</b></p> <p>1. Identify the Arabic numerals from 1 to 100 from an audio reading:</p> <p>1- واحد 2- اثنان 3- ثلاثة 4- أربعة 5- خمسة 6- ستة 7- سبعة 8- ثمانية 9- تسعة 10- عشرة</p> <p>2. Answer questions on the number of items in the immediate environment.</p> <p>كتاب واحد كيس للخبز ثلاثة دلة أولاد أربعة أبواب خمسة كتب</p> <p>3. Identify the following colours from an audio reading:</p> <p>Brown بني Yellow أصفر Green أخضر White أبيض Gray رمادي Blue أزرق Red أحمر Black أسود</p> <p>4. Identify the following shapes from an audio reading:</p> <p>Oval بيضاوي Rectangle مستطيل Square مربع Triangle مثلث Circle دائرة</p>	
<p><b>B7/JHS1.1.2.2.</b> Learner demonstrates understanding of semantic representations of sounds of familiar words and phrases about the immediate environment.</p>	<p><b>B7/JHS1.1.2.2.1</b> Identify morphemic compositions of words and phrases about the home, school, and community in Arabic stories told by teacher or taken from an audio-visual material.</p> <p><b>Exemplars:</b></p> <p>Write down a dictated text and tell the meanings of 10 words related to home, school and immediate environment.</p> <p>اللويس غرة الذو اجل حله صالة مطبخ غرة الطعل شردة غرة</p>	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b></p> <p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p>

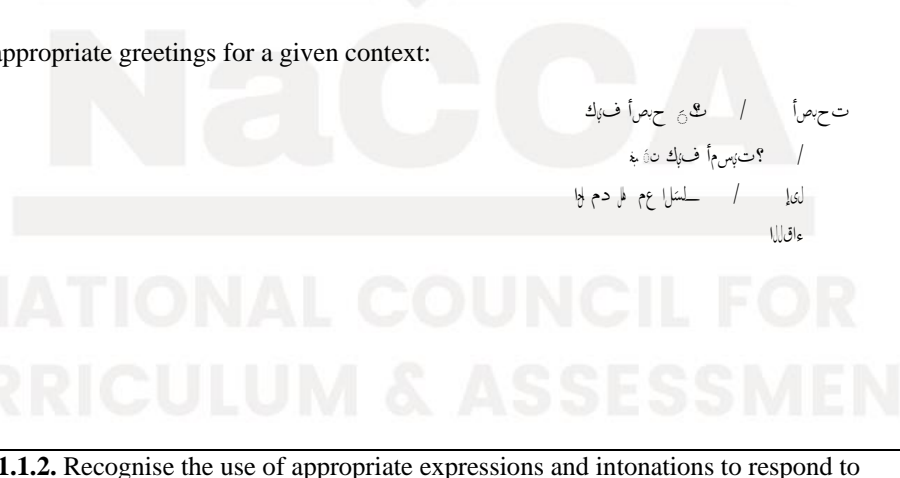
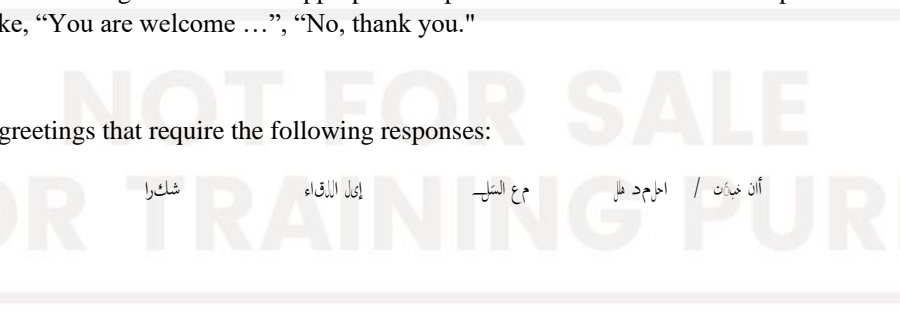
	<p><b>B7/JHS1.1.2.2.2.</b> State the general idea(s) behind a story told in class about sanitation and identify associated vocabulary. Exemplars:</p> <p>List 20 words associated with sanitation and the meaning of each word from a passage on sanitation.</p>	<p><b>CP 5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</p>								
<p><b>B7/JHS1.1.2.3.</b> Learner demonstrates listening skills and respond to greetings, courtesies and requests.</p>	<p><b>B7/JHS1.1.2.3.1.</b> Recognise sounds in an audio with their corresponding meanings in greetings and responses.</p> <p><b>Exemplars:</b></p> <p>Give the appropriate responses to the following greetings:</p> <table><tr><td>Good morning</td><td>صباح الخير / صباح الخير</td></tr><tr><td>Good afternoon</td><td>مساء الخير / منازي سعيد</td></tr><tr><td>Good evening</td><td>مساء الخير / مساء الخير</td></tr><tr><td>You are welcome</td><td>أهلاً وسهلاً</td></tr></table>	Good morning	صباح الخير / صباح الخير	Good afternoon	مساء الخير / منازي سعيد	Good evening	مساء الخير / مساء الخير	You are welcome	أهلاً وسهلاً	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG)</b></p> <p><b>CG5.5:</b> Adjust to the demands of customs, traditions, values and attitudes of society</p> <p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p> <p><b>CC8.5</b> Vary the level of detail and the language used when presenting to make it appropriate to audience.</p>
	Good morning	صباح الخير / صباح الخير								
Good afternoon	مساء الخير / منازي سعيد									
Good evening	مساء الخير / مساء الخير									
You are welcome	أهلاً وسهلاً									
	<p><b>B7/JHS1.1.2.3.2.</b> Show understanding of simple expressions related to courtesies and requests for favours or excuses.</p> <p><b>Exemplars:</b></p> <p>Articulate the context of the following expressions:</p> <table><tr><td>لو مسحت.....</td><td>من نضلك.....</td><td>ما شاء الله</td></tr></table>	لو مسحت.....	من نضلك.....	ما شاء الله	<p><b>CC9.2:</b> Understand and use interpersonal skills</p> <p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p>					
لو مسحت.....	من نضلك.....	ما شاء الله								



	<p><b>B7/JHS1.1.2.3.3.</b> Demonstrate knowledge in the use of appropriate expressions for seasonal greetings and well wishes.</p> <p><b>Exemplars:</b></p> <p>Provide the context and the responses for the following expressions:</p> <p>عافى الله لىلاً      قه لىسلا عم      مكبلع و النبلع هلا دعاداً      نبه مئداً وساع كل      دىس قتر بام دىع</p>	<p><b>CC9.2:</b> Understand and use interpersonal skills</p> <p><b>CG5.5:</b> Adjust to the demands of customs, traditions, values and attitudes of society</p>
	<p><b>B7/JHS1.1.2.3.4</b> Demonstrate understanding of culturally specific gestures associated with certain special occasions</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>Respond to the following congratulatory messages and good wishes:           <p>Naming ceremony      ابرى قى هلا بن الدلىوب لك</p> <p>Marriage      ابرى قى هلا لكما وابرى قى هلا لكما ومجع بئلكما بن حن</p> </li> <li>Provide appropriate responses to the following messages expressing remorse and sadness after a misfortune or calamity.           <p>...لو هلا فرغ      فوج جار دىللا نالا و ط نالا</p> </li> </ol>	<p><b>CG5.5:</b> Adjust to the demands of customs, traditions, values and attitudes of society</p> <p><b>CG5.1</b> Show a strong sense of belongingness to one's culture</p>

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**STRAND: B7/JHS1.2 Speaking**  
**SUB-STRAND: B7/JHS1.2.1 Everyday Oral Communication**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B7/JHS1.2.1.1.</b> Learner demonstrates oral skills through appropriate responses to greetings, courtesies and requests.	<b>B7/JHS1.2.1.1.1.</b> Identify appropriate expressions for greetings and their appropriate time. For e.g. good morning, good afternoon, good evening. <b>Exemplars:</b> Initiate the appropriate greetings for a given context: <div style="text-align: center;"> <p>  </p> <p>           تحبصاً / تحبصاً فبك            / ؟تيسمأ فبك ن: ب            لعل / لستلا عم طر دم لبا            ءاقلا         </p> </div>	<b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Personal development and Leadership (PL)</b> <b>CC7.3:</b> Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication <b>CG5.5:</b> Adjust to the demands of customs, traditions, values and attitudes of society
	<b>B7/JHS1.2.1.1.2.</b> Recognise the use of appropriate expressions and intonations to respond to courtesies like, “You are welcome ...”, “No, thank you.” <b>Exemplars:</b> Provide the greetings that require the following responses: <div style="text-align: center;"> <p>  </p> <p>           أأن عيئت / احلمد طار            مع السلى            إئل اللقاء            شكرا         </p> </div>	<b>CC7.3:</b> Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication

	<p><b>B7/JHS1.2.1.1.3</b> Demonstrate knowledge of appropriate expressions for greetings, courtesies and requests.</p> <p><b>Exemplars:</b></p> <p>State the appropriate expressions in a given context such as the following:</p> <p>Marriage  Congratulation</p> <p>ابرى ملا ذم ا وبرى غلهم ا وبع بع بلهم ا بن خن  احمد ملا على ى ذم الداعة  الف مبرى  ىلها لك</p>	<p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p> <p><b>CG5.1</b> Show a strong sense of belongingness to one's culture</p>
	<p><b>B7/JHS1.2.1.1.4.</b> Show awareness of basic personal health information and respond to greetings and gestures.</p> <p><b>Exemplars:</b></p> <p>Express personal health condition or those of others you know, and the expressions of best wishes in such conditions.</p> <p>نم وكشأ / نطلما بن لأ / على لأ / سمج لاجت بعى  اشكر / لجاجع اءفش  اء، علدا لع لىجز اشكر / قنل علو حصلاب ملاق دمأ / ملاقى ..... لأ  ل كجج  ىلشن لردا بن ض لردا ب بالطا صحنى  ءادول ض لرداى واننى</p>	<p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p> <p><b>PL5.6:</b> Ability to maintain personal standards and values.</p>
<p><b>B7/JHS1.2.1.2.</b> Learner shows preliminary speaking skills with accurate production of sounds of Arabic letters and words.</p>	<p><b>B7/JHS1.2.1.2.1.</b> Demonstrate the ability to produce the phonemic representation of Arabic consonants and vowels, and their various groupings.</p> <p>Exemplars:</p> <p>1. Pronounce the individual sounds representing the following letters of the Arabic alphabet.</p> <p>ى ث - ن يا و ي ا ب ت ث ج ح خ ذ ر ز س ش ص ض ط ظ  غ ك ق</p> <p>2. Pronounce the combination of the following letters in a word formation.</p> <p>- ذىلب، ر - رىج لى ز - زلرة، ش - مش سى، - ص - صابن، ض - ضوء، ظ - ظل، ع - علم.  ذ</p>	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem Solving (CP), Personal development and Leadership (PL)</b></p> <p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p>

	<p><b>B7/JHS1.2.1.2.2.</b> Demonstrate oral proficiency in the use of words to describe self and the human body parts.</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Speak about yourself using a modelled template.  قېمانللكو قىاقارل بىح لىلاوا فصلال بى باط نأ / اماع رعى خىقم ىرمع / مىن سىما</li> <li>2. Form three (3) sentences to talk about certain parts of the human body and what those parts are used for.  عدن - لىچ - نطه - عىمىل - دى - عىق - نذا - مىن - فذا - ع - عىو - عىش - سار</li> </ol>	<p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p> <p><b>PL5.4:</b> Ability to understand one's personality traits.</p>
	<p><b>B7/JHS1.2.1.2.3.</b> Pronounce words accurately for immediate family relations such as father, mother or sister from a passage.</p> <p><b>Exemplars:</b></p> <p>Orally form sentences from the following words related to family members and relatives.  قېمانللكو قىاقارل بىح لىلاوا فصلال بى باط نأ / اماع رعى خىقم ىرمع / مىن سىما</p>	<p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p> <p><b>PL5.2:</b> Demonstrate sense of belongingness from to a group</p>
	<p><b>B7/JHS1.2.1.2.4.</b> Demonstrate skills in the pronunciation of names of home items, and room contents.</p> <p><b>Exemplars:</b></p> <p>Form sentences with the following words to talk about house items.  خزانة - مىچل - مىراض - اب - انفة - وسادة - سىزر - مىباح - بطالفة - بساط - سار</p>	<p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p>

<p><b>B7/JHS1.2.1.3.</b> Learner demonstrates skills in vocal articulation of words related to personal emotions or senses and their related meanings.</p>	<p><b>B7/JHS1.2.1.3.1</b> Show proficiency in pronouncing words that express emotions such as happiness, sadness, joy, anger, fear, and sorrow.</p> <p><b>Exemplars:</b></p> <p>Express personal emotions or emotions of others using the following words.</p> <p>بَعْدَ - قَلْبًا - كَيْفَ - فَنَاحَ - رُوحَ - مَنَاجِي - نَحْزَ - دِيَّاسَ</p>	<p><b>Communication and Collaboration (CC), Personal development and Leadership (PL)</b></p> <p><b>PL5.4:</b> Ability to express one's feelings. .</p> <p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p>
	<p><b>B7/JHS1.2.1.3.2.</b> Demonstrate oral communicative skills in the pronunciation of such sensual expressions as touch, smell, taste, see, etc.</p> <p><b>Exemplars:</b></p> <p>Express personal feelings using the following sensual words.</p> <p>حَوَاسَ      لَذِيذَ الذوق      الشَّوَرِ الرَّوْءَ      البَصَرِ الذَّوِي      الذُّوِي الصَّوْتِ      السَّمْعِ</p>	<p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p>

	الشم الرائحة	
	<b>B7/JHS1.2.1.3.3.</b> Reproduce action words like sit, stand, eat, talk, laugh, sleep, etc. <b>Exemplars:</b> Use the following action words to express personal actions or the actions of others. جلس - وقف - أكل - ربت - ضحك - اند - نظر - محل - مشى.	<b>CC7.1:</b> Identify words or sentences in context or appropriately
<b>B7/JHS1.2.1.4.</b> Learner shows the ability to initiate or participate in class conversations using words, phrases and simple sentences about classroom activities.	<b>B7/JHS1.2.1.4. 1.</b> Mention names of classroom items like chair, table, black/white board, atlas and related action word to each. <b>Exemplars:</b> Tell how the following classroom items are used. قلم، كتاب، مسطرة، قلم، نلج، رصا حتى .....ملذا ابل بكأ	<b>Communication and Collaboration (CC), Creativity and Innovation (CI)</b> <b>CC7.1:</b> Identify words or sentences in context or appropriately
	<b>B7/JHS1.2.1.4.2.</b> Recognise and name teaching and learning materials like books, pens, pencils, ruler, pictures in simple phrases and sentences. <b>Exemplars:</b> Tell the positions of items in the classroom. بالاطال تبذق بذا سطرادا - بالذا لىع ملذا - يى الكرت ب ب نكلا	<b>CC7.1:</b> Identify words or sentences in context or appropriately
	<b>B7/JHS1.2.1.4. 3.</b> Recognise and name school activities and facilities like examination, assembly, teaching, learning, library, headmaster's office, etc. <b>Exemplars:</b> Use the following words to express daily, weekly, monthly, termly or yearly activities in school.	<b>CC7.1:</b> Identify words or sentences in context or appropriately

	لَمَطَع - قَطَاة - طَقِير - قَرْطَانَم - نَقْ، سَام - قَرْكَادِم - سَرْبَت - حَمَاجَا - نَاحِ نَام																	
	<p><b>B7/JHS1.2.1.4. 4.</b> Recall and say 30 words from a wide range of learned vocabulary in Arabic to pass on a simple message.</p> <p><b>Exemplars:</b></p> <p>Use familiar vocabulary to talk about activities in class or at home using sentences as follows:</p> <p>طَرِيقًا يَهْتِكُ لَخْدَ بَابِ أَخِي حَنْدَ - بَطَّلِلْ سَرْبَتًا مَلْغَاةَ شَرِّ - صِلْ فَالَ بَدَبَ تَاكَلِ بِلْ طَالِ أَوْرَ</p>	<p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p> <p><b>CI6.1:</b> Exhibit strong memory, intuitive thinking and respond appropriately</p>																
<p><b>B7/JHS1.2.1.5.</b> Learner recognises and use descriptive words, phrases and simple sentences associated with colour, number, shapes, etc.</p>	<p><b>B7/JHS1.2.1.5. 1.</b> Demonstrate the use of six (6) descriptive words representing the colour of various items in phrases and simple sentences. For eg. blue pen, black board, and red shirt.</p> <p><b>Exemplars:</b></p> <p>Use the following Arabic colour names to describe items in your immediate environment.</p> <table><tr><td>Brown</td><td>بَرَنْتَ</td><td>Yellow</td><td>أَصْفَرُ</td><td>Green</td><td>أَخْضَرُ</td><td>White</td><td>أَبْيَضُ</td></tr><tr><td>Gray</td><td>رَمَادِي</td><td>Blue</td><td>أَزْرَى</td><td>Red</td><td>أَحْمَرُ</td><td>Black</td><td>أَسْوَدُ</td></tr></table> <p>دَسُوْا بَوَسَاحَ، رَنْصَا بَنْتَكَ، تَقْبَلْ تَلَوَاظَ، اءَضْبَقْ تَرْبِسَ، رَضْخْ صَنْمَنْ، أَحْمَرِ مَلْدَ، اءَغْرَزْ قَرْبَاسَ.</p>	Brown	بَرَنْتَ	Yellow	أَصْفَرُ	Green	أَخْضَرُ	White	أَبْيَضُ	Gray	رَمَادِي	Blue	أَزْرَى	Red	أَحْمَرُ	Black	أَسْوَدُ	<p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p>
Brown	بَرَنْتَ	Yellow	أَصْفَرُ	Green	أَخْضَرُ	White	أَبْيَضُ											
Gray	رَمَادِي	Blue	أَزْرَى	Red	أَحْمَرُ	Black	أَسْوَدُ											
	<p><b>B7/JHS1.2.1.5.2.</b> Produce the appropriate intonation of simple sentences relating to sizes and heights of family members, classmates and teachers.</p> <p><b>Exemplars:</b></p> <p>Use words denoting height and size to describe family members and classmates</p> <p>فَهْ يَنْبَاحُ وَذَلِكَ نَصْرُنْ يَنْبَدِصُ، اُنْصَبُوْ نَصْرُنْ أَخِي، فَهْ يَنْبَاحُ لَهْ يُوْطُ بِنَاْ</p>	<p><b>CC7.1:</b> Identify words or sentences in context or appropriately</p>																
	<p><b>B7/JHS1.2.1.5. 3.</b> Demonstrate communicative skill in numeracy by counting class items such as ten books,</p>	<p><b>CC8.2:</b> Explain ideas in a clear</p>																

	<p>twenty pens, thirty chairs, etc.</p> <p><b>Exemplars:</b></p> <p>Count and tell the number of items in the classroom.</p> <p>عشرة أقلام . مخمس طاولات ثلاثون كراسي</p>	<p>order with relevant detail using structure speech</p> <p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</p>
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**STRAND: B7/JHS1.2 Speaking**  
**SUB-STRAND: B7/JHS1.2.2 Oracy and Aesthetics**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B7/JHS1.2.2.1</b> Learner. demonstrates proficiency in oral expression through poetry recitals on sanitation.	<p><b>B7/JHS1.2.2.1.1</b> Show oral communicative skill through recitation of previously read poems about school, etc. Exemplars:</p> <p>Recite the poem titled “مدرست”</p> <p style="text-align: center;"> تو خ ل لك، لى  دي ل بن اناك  نيردم ا ائل  دبلما ااماع بن  <sup>1</sup>ح لرد اناح و  برنك ساع لكو </p>	<b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b>

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	<p>داد غه. 9. ط، نزياد نال ا بنال فصل لليت، ناقه (2016) دن غو سي نال، م لاس ا دب ع<sup>1</sup></p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech,</p> <p><b>CC8.3:</b> Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p>
	<p><b>B7/JHS1.2.2.1.2</b> Demonstrate the strength of recall through recitation of simple Arabic proverbs.</p> <p><b>Exemplars:</b></p> <p>Recite 01 short Arabic proverbs on any theme.</p> <p>بال دطلا هل س د بنالاب      قمان اح قل مول كركن كمن      دج و دج من      ويأ رس طولا .</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech,</p> <p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation,</p> <p><b>CI6.1:</b> Exhibit strong memory, intuitive thinking and respond appropriately</p>

**STRAND: B7/JHS1.2 Speaking**  
**SUB-STRAND: B7/JHS1.2.3 Grammar**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B7/JHS1.2.3.1</b> Learner speaks Good Arabic: Grammar Unit: Names of people, Animals, places, things, etc. (Nouns & Pronouns)	<b>B7/JHS1.2.3.1.1.</b> State words representing nouns such as names of persons, animals and places. <b>Exemplars:</b> Mention ten (10) words that denote names of persons and animals from previous readings. <p style="text-align: center;">كوسري - مڭلم - أب - أخت - أخ - رجل - مهندس - دڭك - بطة - نڭد - بقوة</p>	<b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b>  <b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech,
	<b>B7/JHS1.2.3.1.2.</b> State grammatical words that describes the name of a place. <b>Exemplars:</b> Mention 10 words that denote names of places from previous readings. <p style="text-align: center;">...ايڭطليڭر - فبا يالا - يانڭجڭڭ - نااغ - رڭد - ڊراقلا - فدنڭل - يان - كڭم - سياموك - اركأ</p>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech,  <b>CG 6.4:</b> Exhibit a sense of nationality and global identity.
	<b>B7/JHS1.2.3.1.3.</b> State the grammatical words that can stand in place of a noun <b>Exemplars:</b> Give examples of 10 Arabic pronouns. <p style="text-align: center;">آن - أنت - يو - ي - حن - أنم - أنم - أنت - ن - م - مڭا</p>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech  <b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation

**STRAND: B7/JHS1.3 Reading**  
**SUB-STRAND: B7/JHS1.3.1 Characters of Arabic Language/Textual Features and Symbols**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B7/JHS1.3.1.1</b> Learner shows ability to read Arabic syllables, words and phrases.	<p><b>B7/JHS1.3.1.1.1.</b> Show preliminary reading skill in producing the various Arabic syllables.</p> <p><b>Exemplars:</b></p> <p>1. Exhibit reading skills in reading Arabic syllables:</p> <p style="text-align: center;">نا / نَ اِ انْ / اِيَّ اُيَّ / اَوِّ اُوِّ</p> <p>2- Show ability to read Arabic phrases and short sentences.</p> <p style="text-align: center;">سَيَّارَةُ أَبِي هَيْدَرٍ مَوْسِمَ الْبَرَاءَةِ حَضَرَ سَعِيدٌ طَبَخَتْ أُمِّي ...</p>	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b></p> <hr/> <p><b>CC8.3:</b> Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</p>
	<p><b>B7/JHS1.3.1.1.2.</b> Demonstrate the ability to reproduce the appropriate sounds of the vowelized consonants.</p> <p><b>Exemplars:</b></p> <p>Pronounce the resultant sounds of the following consonants distinguished by the three primary vowels.</p> <p style="text-align: center;">اَ اِ اُ بَ بِ بُ جَ جِ جُ دَ دِ دُ ذَ ذِ ذُ رَ رِ رُ زَ زِ زُ سَ سِ سُ شَ شِ شُ صَ صِ صُ ضَ ضِ ضُ ظَ ظِ ظُ قَ قِ قُ كَ كِ كُ خَ خِ خُ عَ عِ عُ فَ فَ فِ فُ قَ قِ قُ كَ كِ كُ خَ خِ خُ عَ عِ عُ فَ فَ فِ فُ</p>	<p><b>CC8.3:</b> Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</p>





	<p><b>B7/JHS1.3.1.2.3.</b> Demonstrate ability to pronounce Arabic words having complex sound permutations.</p> <p><b>Exemplars:</b></p> <p>1. Read the following words with similar sound permutations.</p> <p style="text-align: right;">قَهْوَص قَالِبَانِم</p> <p>ح/ح : حار/إداف      ح/ح : حائ/خائ</p> <p>س/ص : سوط/صوت      ث/ث : ثوب/صوب</p> <p>ذ/ز : ذيل/زین      ذ/ظ : ذن/ظاهر</p> <p>أ/ع : ألب/ع/ع      ح/ع : ح/م/ع/م</p> <p>ئ/أ : كارب/أرب      د/ض : د/ب/ضرب</p> <p>2. Pronounce the prolonged sound of the consonant with a <i>shadda</i> sign.</p> <p style="text-align: center;">قَهْطَع — حَظْط — نَهْظْظ — مَهْظْظ — كَهْظْظ — قَهْظْظ</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech</p> <p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</p>

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**STRAND: B7/JHS1.3 Reading**  
**SUB-STRAND: B7/JHS1.3.2 Reading Comprehension**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B7/JHS1.3.2.</b> 1. Learner demonstrates the ability to recognise words and their semantic representations in simple Arabic phrases about education.	<b>B7/JHS1.3.2.1.1.</b> Identify the major steps that enhance the comprehension of a given text.  <b>Exemplars:</b> Use comprehension skills to identify words and phrases related to school environment in the passage with a title: <div style="text-align: right;">             قَدْ ظَنَنْتُ قَدْ رَدِمَ -           </div> <ul style="list-style-type: none"> <li>- Break up the reading into smaller sections.</li> <li>- Deduce the meaning of a sentence or paragraph based on the context.</li> <li>- Check out the vocabulary</li> <li>- Look for the main idea.</li> </ul>	<b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b>  <b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation
	<b>B7/JHS1.3.2.1.2.</b> Demonstrate the skill of using appropriate strategies to resolve comprehension problems.  <b>Exemplars:</b> Take the following steps to understand the meanings of difficult words in a passage: <div style="text-align: right;">             يوم الامتحان - يوم الامتحان الامتداحة           </div> <ul style="list-style-type: none"> <li>- Break up the reading into smaller sections.</li> <li>- Deduce the meaning of a sentence or paragraph based on the context.</li> </ul> <div style="text-align: right;">             - لَوَعْلُ بِذِ فَاحِمْ لَأَيَّاتِ طَرِيقِ اَلْاَدَامِ بِذِ فَاحِمْ لَأَيَّاتِ لَوَعْلُ لَأَيَّاتِ لَوَعْلُ لَأَيَّاتِ           </div> <div style="text-align: right;">             - قَدْ رَدِمَ بِذِ قَدْ رَدِمَ بِذِ قَدْ رَدِمَ بِذِ قَدْ رَدِمَ بِذِ           </div>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech  <b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation, problem solving and Personal development.
	<b>B7/JHS1.3.2.1.3.</b> Demonstrate the skill of using the question-answer relationship strategy to improve the understanding of a text.  <b>Exemplars:</b> Give answers to post-reading questions by:	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech  <b>CP5.6:</b> Demonstrate a thorough



	<ul style="list-style-type: none"> <li>- Providing textually explicit responses (words that were directly stated in the text).</li> <li>- Providing textually implicit responses (words that are implied in the text), or words entirely from the learner's own background knowledge.</li> </ul> <p>لکھو، پورا قوما صندا نه قل سڃاڻ لڳ ڊرلا</p> <p>- پورقبا صندا نه هه صوصنم تار باعو تمال لکڻ عمانلرب اشربم و زلدد در ڀڌق نه</p> <p>- مل ڀم لڳ صفا لڳا يو غللا تورشا من تار باعو تمال لکڻ عمانا بس</p>	<p>understanding of a generalised concept and facts specific to task or situation.</p>
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**STRAND: B7/JHS1.3 Reading**  
**SUB-STRAND: B7/JHS1.3.3 Integrated Grammar**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B7/JHS1.3.3.1</b> Learner reads Good Arabic: Grammar Unit: Names of people, Animals, places, things, etc. (Nouns & Pronouns)	<b>B7/JHS1.3.3.1.1.</b> Demonstrate comprehension skills after reading passages about immediate environment like home, school, playground, etc.  <b>Exemplars:</b> Read a given text and extract the following nouns from it: <ul style="list-style-type: none"> <li>Words that denote people. Eg. Man, woman, boy, girl, Musah, Kofi.</li> </ul> <p style="text-align: center;">لخ...فنيوكى، سوم، تاء، دلو، قمر ل، جر لنم، فامرنل ل، لى عئيد ما</p> <ul style="list-style-type: none"> <li>Words that denote animals, birds, insects, etc. eg. cow, parrot, mosquito.</li> </ul> <p style="text-align: center;">قصور باو اء باو قرندل م نل تالشرح او روي لطاو فاي لى لى عئيد ما</p> <ul style="list-style-type: none"> <li>Words that denote items, eg. table, chair, shirt, skirt, radio, hand, head.</li> </ul> <p style="text-align: center;">فوف ز نالو وي دارلو ص يجلو يركو قواط : م نل اء بال الش لى عئيد ما</p>	<b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b>
		<b>CC7.1:</b> Identify words or sentences in context appropriately   <b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation
	<b>B7/JHS1.3.3.1.2.</b> Demonstrate ability to recognise abstract nouns in short passages about home, school and playground.  <b>Exemplars:</b> Read a given text and extract the following nouns from it: <ul style="list-style-type: none"> <li>Words that denote emotion. Eg. Anxiety, fear, pleasure, stress, sympathy.</li> <li>Words that denote a feeling such as anger, hate, joy, grief, sorrow.</li> <li>Words that denote a quality, eg. Courage, patience, determination, generosity, honesty.</li> </ul>	<b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation  <b>CC8.3</b> Apply appropriate diction and structure sentences correctly for narrative, persuasive,



**STRAND: B7/JHS1.4 Writing**  
**SUB-STRAND: B7/JHS1.4.1 Handwriting and Calligraphy (Al-Khatt)**

Content Standard	Indicator and Exemplars	Core Competencies
<b>B7/JHS1.4.1.1</b> Learner demonstrates knowledge of the various shapes of Arabic letters in a script.	<p><b>B7/JHS1.4.1.1.1</b> Demonstrate competence and skills in writing the Arabic alphabet in their various forms at the initial, medial and final position in connected form.</p> <p>1. Write the following letters separately; afterwards indicate their positions in the word.</p> <p style="text-align: center;"> <span>آخر الكلمة</span> <span>وسط الكلمة</span> <span>أولى الكلمة</span> <span>الحرف</span> </p>	<b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b>

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	<p><b>B7/JHS1.4.1.1.2</b> Demonstrate knowledge and skills in copying words previously read in class with appropriate combinations of letters, and their appropriate positioning and diacritics.</p> <p>1. Join the following letters to produce a complete sentence.</p> <p>ف ي ح ق ي ب ت ي ق ل م و ك ت ا ب</p> <p>ك ي ج ن ي ب ت ي ن ي ث و ق ت ا ب</p> <p>2. Trace and copy the following.</p> <p>د ج ا د س د ش ج د ج ا د س د ش ج</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p>
<p><b>B7/JHS1.4.1.2</b> Learner shows ability and skill in artistic writing (Khatt ul-Nuskha) of Arabic words.</p>	<p><b>B7/JHS1.4.1.2.1.</b> Demonstrate understanding of various writing styles, forms and names of the various word formats.</p> <p>1. Break the following sentences into their separate letter constituents.</p> <p>1(</p> <p>ذَهَبَ زَيْدٌ إِلَى الْمَكْتَبَةِ وَأَخَذَ كِتَابًا</p> <p>2(</p> <p>قُلْ أَعُوذُ بِرَبِّ الْفَلَقِ مِنْ شَرِّ مَا خَلَقَ</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p>

**STRAND: B7/JHS1.4 Writing**  
**SUB-STRAND: B7/JHS1.4.2 Composition**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B7/JHS1.4.2.1</b> Learner demonstrates knowledge of applicable rules on writing lexical units and those of syntactic structure.	<b>B7/JHS1.4.2.1.1.</b> Recognise and use punctuation marks, accents, symbols, tanwin, shadda, madda and the short vowel signs.  <b>Exemplars:</b> Place the following punctuations in a given raw text to show how an Arabic sentence is constructed and how it should be read.  <div style="text-align: center;"> !      عَلمة الذعج ب.      " "      عَلمة اللئباس      :      نقطان      ،      نا حلة     ؟      عَلمة السندعل      ؛      الفاصلة الذقوطة      .      نقطة امة </div>	<b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b>  <b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech  <b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation
	<b>B7/JHS1.4.2.1.2.</b> Demonstrate knowledge and understanding of the spellings of all the letters of the Arabic alphabet in familiar words and phrases already dealt with.  <b>Exemplars:</b> Pronounce and identify familiar words and deconstruct the underlined nouns in the following sentences:  <div style="text-align: center;"> تو يملو الالاموي لوليلعج      ة لسر ديم لالاموي لوليلعج  فرفلظ لوليلعج لوليلعج      ع لوليلعج لوليلعج </div>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech  <b>CP.5.6</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation

	<p><b>B7/JHS1.4.2.1.3.</b>Demonstrate the ability to fill in appropriate words to complete grammatically correct short phrases or sentences.</p> <p><b>Exemplars:</b></p> <p>Fill in the blank spaces with the appropriate words:</p> <p>ذِكْرُكَ لَكُمْ فِي الْمَعْرِفَةِ لَمْ يَكُنْ ل</p>
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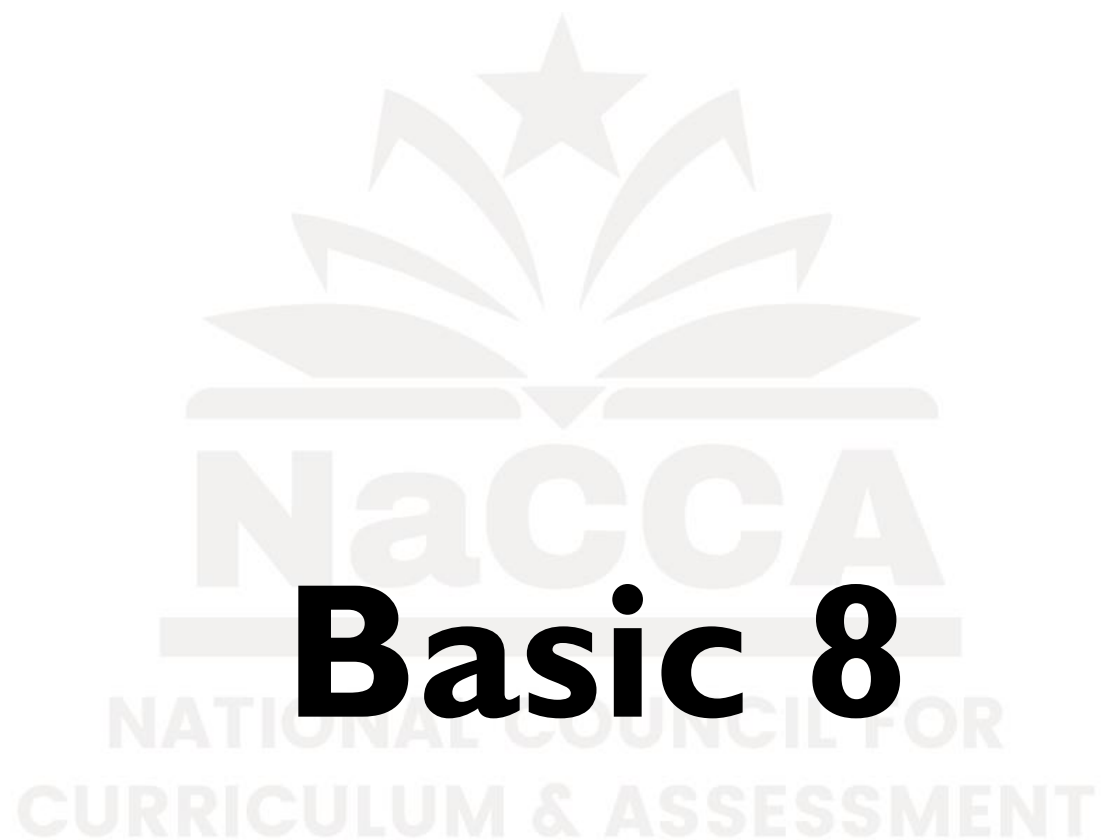


	<p>2. Write about your daily routine using a given template:</p> <table><tr><td>..... بول من طقباأس</td></tr><tr><td>..... نياالنسأ فأنظ</td></tr><tr><td>..... أسرحم</td></tr><tr><td>..... ر. طفالشاوندأ</td></tr><tr><td>..... قرولدنايز سلال</td></tr><tr><td>..... دلا اهامش لقأنظ د</td></tr><tr><td>..... أغادر بعد</td></tr></table>	..... بول من طقباأس	..... نياالنسأ فأنظ	..... أسرحم	..... ر. طفالشاوندأ	..... قرولدنايز سلال	..... دلا اهامش لقأنظ د	..... أغادر بعد	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using a given structure.</p>
..... بول من طقباأس									
..... نياالنسأ فأنظ									
..... أسرحم									
..... ر. طفالشاوندأ									
..... قرولدنايز سلال									
..... دلا اهامش لقأنظ د									
..... أغادر بعد									
<p><b>B7/JHS1.4.2.2.2.</b> Demonstrate ability to provide correct answers to questions from simple comprehension texts with familiar vocabulary.</p> <p><b>Exemplars:</b></p> <p>Give answers to post-reading questions by Providing textually explicit meanings from your own constructed sentences.</p>	<p><b>CC8.4:</b> Anticipate different responses from the audience and plan for them</p> <p><b>CP.5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</p>								

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**STRAND: B7/JHS1.4 WRITING**  
**SUB-STRAND: B7/JHS1.4.3 Creative Writing**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B7/JHS1.4.3.1</b> Learner demonstrates ability to reorganise/organise information in order to put together a coherent writing.	<b>B7/JHS1.4.3.1.1.</b> Demonstrate creative writing skills by Summarizing a simple narrative text in a clear, organized manner.  Exemplars: <ol style="list-style-type: none"> <li>1. Write a summary of a given text in a given number of words using the author's words, with correct grammar, punctuation, and spelling.</li> </ol>	<b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b>



# Basic 8

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**STRAND: B8/JHS2.1 Listening**  
**SUB-STRAND: B8/JHS2.1.1 Phonics of Arabic Language**

Content Standard	Indicators and Exemplars	Subject Specific Practices and Core Competencies
B8/JHS2.1.1.1. Learner demonstrates understanding of all the five possible verb forms (النشأى, Al-awzaan) and their sound patterns.	<b>B8/JHS2.1.1.1.1.</b> Demonstrate understanding of the phonemic changes of the simple verb patterns. <b>Exemplars:</b> <ol style="list-style-type: none"> <li>Identify the additional letter to the trilateral Arabic root (ك ي ت) ( and the sound effect of form 2, 3, 4:</li> </ol> <div style="text-align: center;"> <p>أوضح أنرى أكر</p> <p>درب - - خرج - لاوت</p> <p>كاف - راول - حاسب</p> </div>	<b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b>  <b>CC7.1:</b> Identify words or sentences in context appropriately
	<b>B8/JHS2.1.1.1.2</b> Demonstrate understanding of the semi-complex verb forms (النشأى, Al-awzaan) and their sound patterns. <b>Exemplars:</b> <ol style="list-style-type: none"> <li>Identify the additional letters and the changes to the trilateral Arabic root (نكـل) and its sound effects.</li> </ol> <div style="text-align: center;"> <p>نارزى ندىور ناعنر</p> <p>اظم أ ن اشع ن امش نازر</p> </div>	<b>CC7.1:</b> Identify words or sentences in context appropriately  <b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation

<p>B8/JHS2.1.1.2 Learner demonstrates knowledge of emersion of „L“ sound in Arabic.</p>	<p><b>B8/JHS2.1.1.2.1.</b> Identify the phonemic changes of (ئ) before any given consonant. (الطريق المشية والدمرة)</p> <p><b>Exemplars:</b></p> <p>In which of the following words is (ئ) sound audible as an indicator of the preceding sun or moon letters?</p> <p> الطريق    الخيم    الغيت    الخيل    الحامد    الملة    الباب  الدمر    الرمن    الدار    الذئب    الرجل    الزيت    الشمس </p>	<p><b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b></p>
		<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>
	<p><b>B8/JHS2.1.1.2.2.</b> Identify the intonation and style of texts read in class such as prose or poetry.</p> <p><b>Exemplars:</b></p> <p>Identify intonations and rhythms of different genres (Teacher provides two texts with different levels of style and complexity).</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately, presenting.</p> <p><b>CC7.4:</b> Identify underlying themes, implications and issues when listening</p>
	<p><b>B8/JHS2.1.1.2.3.</b> Demonstrate listening skills through dictation of simple Arabic sounds patterns.</p> <p><b>Exemplars:</b></p> <p>Write out sentences from a read text in a dictation.</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p> <p><b>CI6.1:</b> Exhibit strong memory, intuitive thinking and respond appropriately</p>

**STRAND: B8/JHS2.1 Listening**  
**SUB-STRAND: B8/JHS2.1.2 Listening Comprehension and Participation**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B8/JHS2.1.2.1</b> Learner recognises phrases and simple sentences regarding domestic chores, food, drinks and types of clothes.	<p>B8/JHS2.1.2.1. 1. Show ability to answer questions regarding domestic duties such as washing dishes and clothes, sweeping the room, cleaning furniture, and scrubbing the floor.</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>Answer questions on the following themes: <ul style="list-style-type: none"> <li>- سبل فطند</li> <li>- قذال ال لع فطة ملا</li> <li>- فمشح و موف و طو ر اندظك ارغلو تبالا قذاظد</li> <li>- نزلنا تارشح لع ضاءل</li> </ul> </li> </ol>	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b></p> <hr/> <p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>  <p><b>CC7.3:</b> Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication</p>
	<p>B8/JHS2.1.2.1. 2 Demonstrate listening skills by recognising audio representations of different meals.</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>Recognise names of meals for the day <div style="text-align: center;"> عاصلا بنء اشءع لا      راهنلا بنء اء غلا      حابصلا بنءروطلا </div> </li> <li>Learn the names of foods in Arabic <div style="text-align: center;"> أرز    نوئى    شمرقة    ملوخبة    عصيدة \ نرزد    شرابي. </div> </li> </ol>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>  <p><b>CP5.6: Demonstrate</b> a thorough understanding of a generalised concept and facts specific to task or situation</p>
	<p><b>B8/JHS2.1.2.1. 3</b> Demonstrate ability to recognise the names of fruits and vegetables such as mango, orange, pineapple, watermelon, onion, tomato etc. from phrases and simple sentences</p>	<p><b>CC7.4:</b> Identify underlying themes, implications and issues</p>

	<p><b>Exemplars:</b></p> <p>1. Identify names of fruits from an audio material or a reading in class, and reproduce them.</p> <p>وَجُجُوم لِي أَكْخُطْ صَخْرَسَانَا ذَبْدَل لَانْزَا قَهْرَاة كَا</p> <p>2. Identify names of vegetable from an audio material or a reading in class.</p> <p>رَّاح لَفَلِي ذَبْدَل فَطْلَس زُخْأَرَاخ دُونَسْم مَطَام جُضَانَا لَصَا</p>	when listening
	<p><b>B8/JHS2.1.2.1.4</b> Produce names of different types of clothes from a text read in class. For eg. shirt, shorts, sweater, skirt, blouse and jacket.</p> <p><b>Exemplars:</b></p> <p>Identify names of clothes from an audio source.</p> <p>لَمِصْ نَنُورَة بَطْلَو فَرَنَا ثَوْب مَعْطَف</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>
<p><b>B8/JHS2.1.2.2</b> Learner demonstrates ability to respond to discourses from acquaintances and others.</p>	<p><b>B8/JHS2.1.2.2.1.</b> Show ability to respond to questions about parents and their professions and those of others.</p> <p><b>Exemplars:</b></p> <p>1- Give response to questions about parents' professions:</p> <p>الْوَظْفِ الْحَكُومِي (Civil Servant)</p> <p>مَا مَهْدَة أَبَاكَ؟ شَرْطِي عَسْكَرِي إِطْفَائِي زَلَّاسْ طَبِيب قَاضِي مَهْنَدِس</p> <p>2- Give response to questions about other professions</p> <p>الْمَهْدَة/الْحِرَاة (Profession)</p> <p>مَا مَهْدَة أُمِّكَ؟ زَلَامِيَة مَهْنَدِسَة اَنْجَرَة مَهْدَة نَنَالَة</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p> <p><b>CC7.3:</b> Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication</p>

	<p>1- Give response to questions about casual work.</p> <p>عادي عمل</p> <p>ما مهنه؟ مة نظف معاش صياد خاد اندى مزارع ساعي البريد</p>	
<p><b>B8/JHS2.1.2.3</b> Learner indicates understanding of audio (or video) stories by responding to questions on the meanings of key words, phrases and simple sentences from the stories.</p>	<p><b>B8/JHS2.1.2.3.1.</b> Recognise and name the persons and objects represented in an audio-visual format.</p> <p><b>Exemplars:</b></p> <p>Identify names of persons and objects in the story about honesty</p> <p>رجل ثوب الزجاجة اكلرك انة البوع الشراء الصدى</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p> <p><b>CC7.4:</b> Identify underlying themes, implications and issues when listening</p>
	<p><b>B8/JHS2.1.2.3.2.</b> Identify the key words and phrases used in targeted theme(s) of a story read in class in order to demonstrate understanding of the message.</p> <p><b>Exemplars:</b></p> <p>State the major ideas and the general message of the story about honesty.</p> <p>لم غاوى وئولا بنى دصلا ليلالاب لى لا ، عم دايلا بنى قدام لا قويا</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately,</p> <p><b>CI5.6:</b> Understand and use analogies and metaphor</p>
	<p><b>B8/JHS2.1.2.3.3.</b> Predict and connect the main ideas of a story told by the teacher or taken from an audio- visual sources</p> <p><b>Exemplars:</b></p> <p>Predict possible connections of the main ideas of a story you read in class.</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p> <p><b>CP.5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation and</p>



	<p><b>B8/JHS2.1.2.3.4.</b> Demonstrate listening ability through a class discussion of a story from an audio-visual medium.</p> <p><b>Exemplars:</b></p> <p>Discuss lessons from the story and record your participation and contribution.</p>	<p><b>CC7.4:</b> Identify underlying themes, implications and issues when listening</p> <p><b>CP5.6: Demonstrate</b> a thorough understanding of a generalised concept and facts specific to task or situation,</p>
<p><b>B8/JHS2.1.2.4.</b> Learner demonstrates understanding of daily greetings, seasonal greetings and ceremonial wishes.</p>	<p><b>B8/JHS2.1.2.4.1.</b> Demonstrate communicative skills by engaging in exchanges of greetings and their appropriate responses.</p> <p><b>Exemplars:</b></p> <p>Swap roles in providing the appropriate daily greetings or responses</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Response</p> <p>شكرا</p> <p>وأنت أيتها</p> <p>شكرا</p> </div> <div style="text-align: center;"> <p>Greetings</p> <p>أيّدك و سمدك و مرحبا</p> <p>نصباح على خزن</p> <p>نصبة سيدة</p> </div> </div>	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b></p>

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	<div>تِلَا اءسم السلمة مع دع، مابذائار</div> <div>تِلَا اءسم عاقلا لئلا همللا شاعرا ف</div>	<b>CC7.3:</b> Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication												
<b>B8/JHS2.1.2.4.2.</b> Demonstrate skills in initiating appropriate expressions for courtesies and requests for favours or excuses. <b>Exemplars:</b>  Show ability to respond to courtesies as well as asking for favours and excuses.	<table><thead><tr><th>Response</th><th>Courtesies/ favours</th></tr></thead><tbody><tr><td>ال لئس</td><td>من نضللك/ معذرة</td></tr><tr><td>شكرا، و أدت أيضا</td><td>أنت لك يوما طيبا</td></tr><tr><td>و أن كذلك</td><td>متشركب ببعزلك</td></tr><tr><td>عفو!ال شكر على واجب</td><td>شكرا</td></tr><tr><td>شكرا</td><td>ابلشفاء</td></tr></tbody></table>	Response	Courtesies/ favours	ال لئس	من نضللك/ معذرة	شكرا، و أدت أيضا	أنت لك يوما طيبا	و أن كذلك	متشركب ببعزلك	عفو!ال شكر على واجب	شكرا	شكرا	ابلشفاء	<b>CC7.1:</b> Identify words or sentences in context appropriately  <b>CI5.6:</b> Understand and use analogies and metaphor
Response	Courtesies/ favours													
ال لئس	من نضللك/ معذرة													
شكرا، و أدت أيضا	أنت لك يوما طيبا													
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عفو!ال شكر على واجب	شكرا													
شكرا	ابلشفاء													
<b>B8/JHS2.1.2.4.3.</b> Demonstrate communicative skill by assigning the appropriate expressions for seasonal greetings and well wishes. <b>Exemplars:</b>  1- Assign the appropriate wishes and expressions to a given occasions:	<div>فامالأو نملأب انبلع فلا دعادأ دئعئىر بام دئع</div> <div>لدر بام ارمع لك لئل لئل فامالأو نملأب انبلع فلا دعادأ</div> <div>عئَلقناالس دئعلا كئبذى لدر بام ارمع لك لئل لئل</div>	<b>CC7.1:</b> Identify words or sentences in context appropriately  <b>CI5.6:</b> Understand and use analogies and metaphor												

	<p><b>B8/JHS2.1.2.4.4.</b> Demonstrate skills in using some cultural gestures that are used on special occasions.</p> <p><b>Exemplars:</b></p> <p>Identify when to use the following culturally specific gestures:</p> <p>ما شاء الله، نبارك الله      اي حبيبك، اي لبيبك      إن شاء الله</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p> <p><b>CC8.5:</b> Vary the level of detail and the language use when presenting to make it appropriate to the audience</p>
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**STRAND: B8/JHS2.2 Speaking**  
**SUB-STRAND: B8/JHS2.2.1 Everyday Oral Communication**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B8/JHS2.2.1.1.</b> Learner Demonstrates communicative skill in day to day interactions.	<b>B8/JHS2.2.1.1.1.</b> Show ability to carry out proper self-introduction. <b>Exemplars:</b> Express yourself using the following expressions. ،نپاؤ سر    ،نپاؤ ی    ،نپاؤ بیا    ،نپاؤ لمز    ،نپاؤ صد/ی/نپاؤ ص    ،نپاؤ ن    ،نپاؤ نپاؤ	<b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP), Creativity and Innovation (CI)</b>
	<b>B8/JHS2.2.1.1.2.</b> Show communicative ability in introducing others. <b>Exemplars:</b> Initiate an introduction of your family members or classmates using sample text.	<b>CI5.4:</b> Ability to visualise alternatives, see possibilities and identify problems and challenges  <b>CC7.1:</b> Identify words or sentences in context appropriately





	<p><b>B8/JHS2.2.1.3.2.</b> Demonstrate competence in using a vocabulary of 50 words to speak about a school excursion or group tour. Exemplars:</p> <p>Give a narration about a group trip using the following words.</p> <p>قايوط بن سام    قر باسل ؛ قاس    قراليس بكور    بارش و ساعط    قريرز    هانز    تالاي لجا قايوح</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p> <p><b>CI5.2:</b> Ability to merge simple/complex ideas to create novel situation or thing</p>
	<p><b>B8/JHS2.2.1.3.3.</b> Show proficiency in using previously learnt phrases and simple sentences in an interactive conversation about a family trip to a town or village. <b>Exemplars:</b> With proficiency, discuss a family trip using simple phrases.</p> <p>فرسلا    قركذه    تال لاج ل طقز    ق لاج    ر طاق لة ركذن    فبهر    ر طاق ل    ق ط ل</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p> <p><b>CI5.2:</b> Ability to merge simple/complex ideas to create novel situation or thing</p>
	<p><b>B8/JHS2.2.1.3.4.</b> Demonstrate creativity in the use of modelled structures to produce ten sentences about a school entertainment. <b>Exemplars:</b> Talk about a school competition using the following vocabulary and phrases:</p> <p>البريد    مسابقة المدرسة    الينق ألوي    الهموعات    الفائزوف    الة</p>	<p><b>CI5.1:</b> Examine alternatives in creating new things</p>
<p><b>B8/JHS2.2.1.4.</b> Learner demonstrates the ability to express ideas, emotions and personal experiences using frequently used formulaic.</p>	<p><b>B8/JHS2.2.1.4.1</b> Demonstrate the ability to engage in personal conversation about likes and dislikes in relation to food. <b>Exemplars:</b></p>	<p><b>Communication and Collaboration (CC), Personal development and Leadership(PL)</b></p>

	<p>1- Talk about foods you like and dislike as the following:          .؛ صلا لول ةبم بالوئفول بحأ ال تكل ءكم الس عم ةطلس لول زولأ بحأ</p> <p>2- Talk about sport and games you like and dislike          ةعراصلأ و ةمكللأ بحأ ال تكل ءح لول و سلالة كرو و ةكرك بحأ</p> <p>3- Talk about the hobbies you like and dislike          ىقئس لول و سلالأ ءدى شام بحأ ال كنل ةرظانأ و ءةقول بحأ</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p> <p><b>PL5.5:</b> Desire to accept ones" true self and overcome weakness</p>
	<p><b>B8/JHS2.2.1.4.2.</b> Show proficiency in initiating, maintaining and closing conversations about familiar topics using cultural symbols and practices.</p> <p><b>Exemplars:</b>          Use the following formulaic expressions to engage in a conversation:</p> <p>..... السل عليكم و رجة فلا          ..... أن س عىد بلقالك          ..... نصة س عيدة          ..... أراق فئدا          ..... إبل اللقاء، مع السلامة</p>	<p><b>CC9.2:</b> Understand and use interpersonal skills</p> <p><b>CI5.2:</b> Ability to merge simple/complex ideas to create novel situation or thing</p>
	<p><b>B8/JHS2.2.1.4.3.</b> Show competence in using memorise vocabulary to describe feelings and emotions about personal achievements or failures.</p> <p><b>Exemplars:</b></p> <p>1. Use the following template to express emotions about achievements and failures</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p> <p><b>PL5.5:</b> Desire to accept ones"</p>



	<p>..... لكبوسر لىع فسآ نأ</p> <p>..... لكبأ ةلو لىع نحر نأ</p> <p>..... فاحملاا بن حي اج نرورمس نأ</p> <p>..... سا! لكأ زوغل لىع م لكحتر بام</p>	true self and overcome weakness
	<p><b>B8/JHS2.2.1.4.4</b> Demonstrate proficiency in communicating ideas and emotions spontaneously using learnt vocabulary.</p> <p><b>Exemplars:</b> Use words to describe spontaneous emotions</p> <p>..... رمالس بن مدرعم تنذكت تهبلا ي</p> <p>..... من فوكأ فك م هذء مك نيزئافل</p> <p>..... اركأ لىل ؤت بىاغل</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>
<p><b>B8/JHS2.2.1.5</b> Learner demonstrates ability to express the ideas, emotions and experiences of others.</p>	<p><b>B8/JHS2.2.1.5.1.</b> Show the ability to share very basic information about others- their personalities, character and talents.</p> <p><b>Exemplars:</b> Use a given format to talk about the personalities, character and talents of others</p>	<p><b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b></p>
		<p><b>CC9.1:</b> Demonstrate behaviour and skills of working towards group goals</p>
		<p><b>CC9.6:</b> Ability to work with all group members to complete a task successfully</p>
	<p><b>B8/JHS2.2.1.5.2.</b> Demonstrate proficiency by conveying other people's ideas and show agreement or disagreement with those ideas.</p>	<p><b>CC8.1:</b> Speak clearly and explain ideas. Share a narrative or extended answer while</p>

	<p><b>Exemplars:</b></p> <p>Show proficiency in expressing agreement or disagreement with other people's ideas.</p> <p>مهم ندرخ آنايا ب ضر بنه قولواؤ ال یتلك - ماركب قرولدا لیل باطالاروضح بنه عوم قناوم ناأ</p>	<p>speaking to a group</p> <p><b>CP5.2:</b>Analyse and make distinct judgement about viewpoints expressed in an argument</p>
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**STRAND: B8/JHS2.2 Speaking**  
**SUB-STRAND: B8/JHS2.2.2 Oracy and Aesthetics**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B8/JHS2.2.2.1.</b> Learner demonstrates proficiency in oral expression through poetry recitals on Sanitation.	<b>B8/JHS2.2.2.1.1.</b> Show oral communicative skills through poetry recitals. <b>Exemplars:</b> Recite the following poem repeatedly: <div style="text-align: center;"> <p> السلامة من الأمراض  تأتي من النظافة  والسلامة من الأمراض  تأتي من النظافة  والسلامة من الأمراض  تأتي من النظافة </p> </div>	<b>Communication and Collaboration (CC),</b>  <b>CC7.4:</b> Identify underlying themes, implications and issues when listening
	<b>B8/JHS2.2.2.1.2.</b> Demonstrate the strong recall ability through recitation of Arabic proverbs. <b>Exemplars:</b> Quote by heart the following proverbs: <div style="text-align: center;"> <p> السلامة من الأمراض  تأتي من النظافة  والسلامة من الأمراض  تأتي من النظافة </p> </div>	<b>CC8.3:</b> Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes

**STRAND: B8/JHS2.2 Speaking**  
**SUB-STRAND: B8/JHS2.2.3 Grammar**

Content Standard	Indicators and Exemplars	Core Competencies														
<b>B8/JHS2.2.3.1</b> Learner speaks Good Arabic: Grammar Unit: Qualifying words- adjectives (sizes, heights, shapes, colours).	<b>B8/JHS2.2.3.1 .1.</b> Exhibit oral skills in pronouncing nouns and their adjectives as well as different types of colours while applying the relevant grammar rules.  <b>Exemplars:</b>  Re-arrange by matching the words (adjectives) in column <b>B</b> with those in column <b>A</b> .  <table><tr><td>أ</td><td>ب</td></tr><tr><td>السم</td><td>المرئاة</td></tr><tr><td>السيارة</td><td>صغف</td></tr><tr><td>اليدى بع</td><td>السوداء</td></tr><tr><td>الذلم</td><td>سرع</td></tr><tr><td>حاسوب</td><td>ألبيض</td></tr><tr><td>قطار</td><td>الخر</td></tr></table>	أ	ب	السم	المرئاة	السيارة	صغف	اليدى بع	السوداء	الذلم	سرع	حاسوب	ألبيض	قطار	الخر	<b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b>
	أ	ب														
السم	المرئاة															
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الذلم	سرع															
حاسوب	ألبيض															
قطار	الخر															
		<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech														

**B8/JHS2.2.3.1.2.** Demonstrate understanding of grammatical rules through speech.

**Exemplars:**

1. Add suffixes to the masculine nouns in column أ in order to turn them into dual and plural as in ج and ج respectively.

أ	ب	ج
الاسم	مثنى	جمع
معلم	معلمان	معلمون
مهندس	مهندسان	مهندسون
مضيف	مضيفان	مضيفون
مسلم	مسلمان	مسلمون
مدرس	مدرسان	مدرسون
طيار	طياران	طيارون
كاتب	كاتبان	كاتبون

2. Add suffixes to the feminine nouns in column أ in order to turn them into dual and plural as in ج and ج respectively.

أ ب ج

الاسم	مثنى	جمع
تلميذة	تلميذتان	تلميذات
مهندسة	مهندسان	مهندسات

**CP.5.6: Demonstrate** a thorough understanding of a generalised concept and facts specific to task or situation

		<table><tr><td>قنېضم</td><td>ف تانېضم</td><td>ت انېضم</td></tr><tr><td>مسلمة</td><td>ف نام مسل</td><td>مسللمات</td></tr><tr><td>مدرسة</td><td>ف اناسهم</td><td>ر سات مد</td></tr><tr><td>قرايعط</td><td>افتد راط</td><td>شاريعط</td></tr><tr><td>قبدكا</td><td>ف تابدكا</td><td>تابدكا</td></tr></table>	قنېضم	ف تانېضم	ت انېضم	مسلمة	ف نام مسل	مسللمات	مدرسة	ف اناسهم	ر سات مد	قرايعط	افتد راط	شاريعط	قبدكا	ف تابدكا	تابدكا	
قنېضم	ف تانېضم	ت انېضم																
مسلمة	ف نام مسل	مسللمات																
مدرسة	ف اناسهم	ر سات مد																
قرايعط	افتد راط	شاريعط																
قبدكا	ف تابدكا	تابدكا																
	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>	<p><b>B8/JHS2.2.3.1.3.</b> Identify the adjectives in a piece of text in terms of gender, number and grammatical function.</p> <p><b>Exemplars:</b></p> <p>State the following features of an adjective from any text read in class.</p> <ul style="list-style-type: none"><li>- Position in a Nominal Phrase</li><li>- Gender</li><li>- Number</li><li>- Function</li></ul> <p>عولقودا ص لبا بذا قانصلا ص ناصخ دحد</p> <ul style="list-style-type: none"><li>- قانيصل الملة من اذغوم ديبدر</li><li>- شذوم ركد م</li><li>- مزالر كلش بذا دي دل</li><li>- قانم لبا بذا هتليظوام</li></ul>																

**STRAND: B8/JHS2.3 Reading**  
**SUB-STRAND: B8/JHS2.3.1 Phonological awareness/Oral Reading Fluency**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B8/JHS2.3.1</b> 1. Learner demonstrates knowledge of Reading rules of a fully-vowelised text of nonfiction.	<p><b>B8/JHS2.3.1.1.1.</b> Identify the difference between two sounds that phonologically appears similar but are phonetically different.</p> <p>Exemplars:</p> <p>2. Read the following words with similar sound permutations.</p> <p style="text-align: center;"> قنوص : لئاقم  عادر/ذءاح : ح/و - فئخا/طئاح : خ/ح  س/اص : سئ/اص ائك ث/اص : ثو/اصو.  د/ز : ذئل/زئ ذظ : ذئ/ظ طظر  أ/ع : أئ/ع عئج ح/ع : حئظ/عئظم  قئ/ئ : كئ/قئ/قئظ د/ض : دئ/ض/ضوع </p>	<p><b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b></p> <p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation and</p>
	<p><b>B8/JHS2.3.1.1.2</b> Demonstrate ability to read words with long vowels and prolonged doubled consonant in <i>shadda</i> words.</p> <p>Exemplars:</p> <p>1. Read the words with long vowels and then those with diphthong.</p> <p style="text-align: center;"> سئئل/لوص دعئول لئ الر أكل تئم لئر من تئم لئ صئم لئ تئئئش  3. Demonstrate the right articulation of the prolonged doubled consonant in <i>shadda</i> words.</p> <p style="text-align: center;"> الءءار الءئءاط الءئءائ الءئءائ الصئءاغ </p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>

	<p><b>B8/JHS2. 3.1.1.3</b> Demonstrate understanding of the phonemic changes of the simple verb patterns.</p> <p><b>Exemplars:</b></p> <p>Identify the additional letter to the trilateral Arabic root (نَظَلَ) and the sound effect:</p> <p>أَضْرَأَ    أَضْرَبَ    أَضْرَمَ    أَضْرَبَ    أَضْرَبَ</p> <p>نَظَرَ    نَظَرَ    نَظَرَ    نَظَرَ    نَظَرَ</p> <p>جَازَى    جَازَى    جَازَى    جَازَى    جَازَى</p>	<p><b>CP6.5:</b> Ability to select alternative(s) that adequately meet selected criteria</p> <p><b>CP.5.6: Demonstrate</b> a thorough understanding of a generalised concept and facts specific to task or situation</p>
	<p><b>B8/JHS2. 3.1.1.4</b> Demonstrate understanding of the semi-complex verb forms (الآشأى, al-awzaan) and their sound patterns.</p> <p><b>Exemplars:</b></p> <p>Identify the additional letters and the changes to the trilateral Arabic root (نَظَلَ) and the sound effect:</p> <p>أَضْرَأَ    أَضْرَبَ    أَضْرَمَ    أَضْرَبَ    أَضْرَبَ</p>	<p><b>CP5.1</b> Ability to combine information and ideas from several sources to reach a conclusion</p>

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**STRAND: B8/JHS2.3 Reading**  
**SUB-STRAND: B8/JHS2.3.2 Reading Comprehension**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B8/JHS2.3.2.1</b> Learner demonstrates knowledge of Reading Comprehension strategies and steps that help to make sense of a text.	<p><b>B8/JHS2.3.2.1.1.</b> Demonstrate skill in reading written words about sanitation and health. Exemplars:</p> <p>Point out words, phrases and sentences associated with sanitation and those that are associated with health in a given passage.</p> <p>ألم الأسنان    يلعى    يد    السعائى    ممرضة    طبيب    صيدلانية    لحص الد    دلائس    دلائب    يعطس</p> <p>رشح    نضاميد    حقلن    مخجوف أسنان    صابون    قص    صابون    محلل    فشرة اسنان    بقشرط</p>	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b></p>
	<p><b>B8/JHS2.3.2.1 .2</b> Demonstrate competence in generating main ideas to questions and summary in order to combine information from different segments of a text.</p> <p><b>Exemplars:</b></p> <p>Summarize the content of a given text in your own words, and connect the central ideas with the secondary ones.</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>
		<p><b>CP5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument</p> <p><b>CP5.6: Demonstrate</b> a thorough understanding of a generalised concept and facts specific to task or situation</p>

	<p><b>B8/JHS2.3.2.1.3.</b> Show the appropriate comprehension strategies to use, demonstrating why, when and how to apply them.</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Draw on prior knowledge or recognizable clues such as illustrations that are embedded in the text in order to make inferences regarding the purpose of the text.</li> <li>2. Make your contribution in a group discussion about a chosen topic, and explain how it contributes to the general understanding of a text.</li> </ol>	<p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation and Reflection and evaluation</p> <p><b>CP5.9:</b> Identify and explain a confusion, uncertainty or a contradiction surrounding an event</p>
	<p><b>B8/JHS2.3.2.1.4.</b> Show the ability to use appropriate strategies to gather information from a piece of text about the types of transport and their uses.</p> <p><b>Exemplars:</b></p> <p>رام لجا    شللا    فاصلح    قرائط    رطاقلا    قران قجدر    قر بالس : تصلالودا عوناً</p> <p>Provide the following elements from a text you are now reading:</p> <ul style="list-style-type: none"> <li>- Literal meanings of words used in the text</li> <li>- New vocabulary</li> <li>- Retell / summary</li> </ul> <p>ص لبا نم قائللا عنا صرلا ج ه تنغرا صللا من نيل حلرا بناعلا تعمالكل قديدل صخ ذا</p>	<p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation and Reflection and evaluation</p> <p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>

**B8/JHS2.3.2.1.5.** Identify the common text structures of an expository text as an organisation principle to facilitate understanding.

**Exemplars:**

Use the following principles to reorganize the passage on environmental pollution.

**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation and

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	<p>س نندلا عوس      ضرارملا ا نم قبالو      قداظنلا تاراپس      تپانانلا رارضأ : قنچيلا شوچله</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>- Problem and solution</li> <li>- Compare and contrast</li> <li>- Time order (sequence of events, actions or steps)</li> </ul>	<p><b>CI6.3:</b> Ability to select the most effective creative tools for work and give reasons for the choice</p>
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**TRAND: B8/JHS2.3 Reading**  
**SUB-STRAND: B8/JHS2.3.3 Grammar**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B8/JHS2.3.3.1</b> Learner reads Good Arabic: Grammar Unit: Qualifying words- adjectives (sizes, heights, shapes, colours).	<b>B8/JHS2.3.3.1 .1.</b> Demonstrate the ability to match nouns adjectives of colours. to their Exemplars: Re-arrange the words (adjectives) in column ب to match those in column أ to complete Noun/Adjective agreement in number and gender. <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <b>أ</b>              اسم              جامعة              قديم              رجولي              قديم              كلب           </div> <div style="text-align: center;"> <b>ب</b>              قديم              قديم              قديم              قديم              قديم              قديم           </div> </div>	<b>Communication and Collaboration (CC), Cultural identity and Problem solving (CP)</b>  <b>CC7.1:</b> Identify words or sentences in context appropriately
	<b>B8/JHS2.3.3.1.2.</b> Demonstrate understanding of grammatical rules by reading out a selected text with fluency, identifying the relationship between words and their qualifying adjectives. <b>Exemplars:</b> Add suffixes to masculine nouns in column أ in order to turn them into dual and plural forms as in ب and ج respectively. <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <b>أ</b>              اسم              ملاح              مهندس              شرانق           </div> <div style="text-align: center;"> <b>ب</b>              مشن              ملاح              مهندساف              ساقاف           </div> <div style="text-align: center;"> <b>ج</b>              جمع              ملاحون              مهندسون              ساقون           </div> </div>	<b>CP5.1</b> Ability to combine information and ideas from several sources to reach a conclusion

فوفېښم	فانېښم	فېښم
فولېږم	فلارېږم	جېږم
لورېږم	فلېږم	رس مډ
فوراپېټ	طيارا ف	راپېټ
جناروف	جناراف	رڼا ج
<p>Add suffixes to feminine nouns in column ۱ in order to turn them into dual and plural forms as in ب and ج respectively.</p>		
۱	ب	۱
الاسم	مثنى	مجمع ج
قېلېږم	ف نام لېږم	تام لېږم
مېند سټه	ف نند س هم	مېند سات
ممرضة	ممرضة تا ف	ممرضات
قېلېښم	ف نلېښم	تافېښم
قېطال	ف اېطال	ت باطال
رستېد	فلېږم	رست مډ
قېنېټ	ف اېنېټ	ت باېنېټ
قلمشر	ف قلمشر	ت لقمشر

**STRAND: B8/JHS2.3 Reading**  
**SUB-STRAND: B8/JHS2.3.4 Critical Reading**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B8/JHS2.3.4.1</b> Learner demonstrates the skill of evaluating text through critical reading.	<b>B8/JHS2.3.4.1.1.</b> Show ability to make good sense of a text by pulling information from different segments of the text. <b>Exemplars:</b> State for which of the following reasons the text was written, and identify how they were presented in the text: <ul style="list-style-type: none"> <li>- To inform the reader about some topic they feel is important.</li> <li>- To raise an awareness or educate.</li> <li>- To challenge an idea or debunk an argument.</li> </ul>	<b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b>  <b>CP5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument
	<b>B8/JHS2.3.4.1.2.</b> Demonstrate the ability to elicit information from the text in order to extract lessons or conclusions. <b>Exemplars:</b> Identify the steps and arrangement of events leading to the conclusion made in the text. Tell if the events that feed into the conclusion are: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>             Chronological              Logical              Realistic              Relevant           </div> <div style="text-align: right;">             الترتيب الزمني              الترتيب المنطقي              الواقعية              مناسبتها للواقع           </div> </div>	<b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation  <b>CP5.1</b> Ability to combine information and ideas from several sources to reach a conclusion
	<b>B8/JHS2.3.4.1.3.</b> Demonstrate analytical skill in identifying patterns in a given text. <b>Exemplars:</b> Identify the words used in the text that are meant to achieve the following: <ul style="list-style-type: none"> <li>- Persuasion (appeals to emotion, reason, authority, etc.).</li> <li>- Exposition (e.g. definition, explanation, description, narration, elaboration, argumentation, evaluation)</li> </ul>	<b>CP5.9:</b> Identify and explain a confusion, uncertainty or a contradiction surrounding an event

	<p><b>B8/JHS2.3.4.1.4.</b> Demonstrate interpretive skills by explaining patterns in a given text.</p> <p><b>Exemplars:</b></p> <p>Group the sentences according to the ideas they express:</p> <ul style="list-style-type: none"> <li>- Which of the sentences explicitly mention the ideas, and why?</li> <li>- Which of the sentences implicitly refer to the idea, and why?</li> </ul>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p>
<p><b>B8/JHS2.3.4.2.</b> Learner identifies cultural and historical elements in reading text.</p>	<p><b>B8/JHS2.3.4.2.1.</b> Demonstrate recognition of Arabian cultural practices in reading passages.</p> <p><b>Exemplars:</b></p> <p>Identify beliefs, customs, and everyday life activities associated with Arabs.</p> <p>قَسْ بِالرَّاءِ نِيَّ حَاجِلْ أَوْ نِيَّ بَدَلْ أَبْ عَرْلْ قَاتِحْ</p> <ul style="list-style-type: none"> <li>- Manifestation of their religious practices</li> <li>- Social life – family and relationship</li> <li>- Public life and modernity</li> </ul>	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b></p>
	<p><b>B8/JHS2.3.4.2.2.</b> Recognize the diversity of cultural practices within Ghanaian society.</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Read and analyse the following topics:</li> </ol>	<p><b>CG6.4:</b> Exhibit a sense of nationality and global identity</p>
		<p><b>CG5.3:</b> Develop and express respect, recognition and appreciation of others' culture</p>



	<p> Damba Festival  Homowo  Yam Festival  Akwasidae </p> <p> 2. Provide 100 vocabulary associated with special Ghanaian social occasions such as:</p> <p> Outdoorings  Weddings  Traditional festivals  Religious celebrations </p>	<p> ادام ديغ  وموو  لي ديغ  ايديسوكا ديغ </p> <p> قوي غل  الزواج  قوي لئان تالاج مهر  قويدي اديغ </p>
	<p><b>B8/JHS2.3.4.2. 3. Recognise the similarities between Arabian and Ghanaian cultures.</b></p> <p> ايديباقنو قهر غلو نيدياغل انت داغل توت وده خلا وجأو </p> <p><b>Exemplars:</b></p> <p>Compare beliefs, customs, and everyday life activities associated with Arabian and Ghanaian values such as:</p> <p> قدايضل - تابلان قداغل ريدين - رابلان لئان - قراالس نيهم </p> <ul style="list-style-type: none"> <li>- Importance of family</li> <li>- Respect for the elderly</li> <li>- Honour for traditional rulers</li> <li>- Hospitality: food sharing and accommodation</li> </ul>	<p><b>GCI6.1:</b> Exhibit strong memory, intuitive thinking and respond appropriately</p>

**STRAND: B8/JHS2.4 Writing**  
**SUB-STRAND: B8/JHS2.4.1 Writing and Calligraphy (Al-Khatt)**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B8/JHS2.4.1.1</b> Learner demonstrates ability to write various Arabic fonts.	<p><b>B8/JHS2.4.1.1.1.</b> Identify the types of Arabic fonts found in different written texts.</p> <ol style="list-style-type: none"> <li>1. State the most significant types of Arabic writings such as the An-Naskh, Ar-Ruq‘a and Al-Kufi fonts.</li> <li>2. Compare and copy given Arabic letters in their different font forms (Nuskha and Ruq‘a).</li> </ol>	<b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b>

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ت	ت	ت	ت	ت	ت
ت	ت	ت	ت	ت	ت

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3. Copy the following in the different fonts indicated (Nuskha, Ruq-a, Kufi).

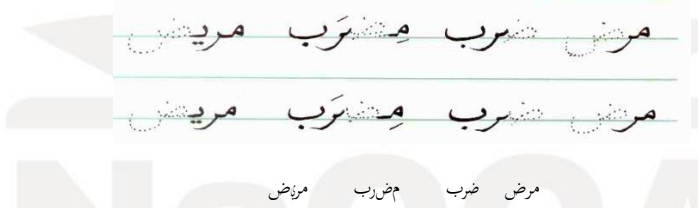
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ

**CP5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation

	<p><b>B8/JHS2.4.1.1.2.</b> Demonstrate knowledge and understanding of the difference among handwritten and printed texts, of letters and numbers, and ways of dealing with each.</p> <p>Exemplars</p> <p>1. Show which of the following texts are handwritten and which are printed:</p>  <p>2. Copy the following sentences and compare the printed texts with the one you have written with your hand.</p> <p>الطَّعَامُ النَّظِيفُ يَحْفَظُ الصِّحَّةَ</p> <p>_____</p> <p>_____</p> <p>وَلَسَوْفَ يَعْطِيكَ رَبُّكَ فَتَرْضَى</p> <p>_____</p> <p>_____</p>	<p><b>CP5.1</b> Ability to combine information and ideas from several sources to reach a conclusion</p>
	<p><b>B8/JHS2.4.1.1.3.</b> Show competence in writing the diacritics in their various forms in a handwritten script.</p> <p>Exemplars</p> <p>1. Emulate the following text accurately:</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech</p>

	<p>وَوَضَعْنَا عَنكَ وِزْرَكَ الَّذِي أَنقَضَ ظَهْرَكَ</p> <p>_____</p> <p>_____</p> <p>خَرَجَ خَالِدٌ مِنَ الْمُخْتَارِ</p> <p>_____</p> <p>_____</p> <p>2. Write your full name in two different Arabic fonts you know.</p>	<p><b>CC8.5:</b> Vary the level of detail and the language use when presenting to make it appropriate to the audience</p>
	<p><b>B8/JHS2.4.1.1.4.</b> Demonstrate knowledge and skills in copying words and numerals previously read in class, with appropriate combinations and joints.</p> <p><b>Exemplars:</b></p> <p>1. Copy the following words and add your own words to them.</p> <p>هَرَّ، قَسِرَ، ذَمَّ، سَرَى، شَسِرَ، يَشَسِرُ، بَطَّ، يَبْطُ، يَفْشَسِرُ، سَرَى، ذَمَّ، قَسِرَ، هَرَّ،</p> <p>يَفْشَسِرُ، يَبْطُ، يَفْشَسِرُ، سَرَى، ذَمَّ، قَسِرَ، هَرَّ،</p> <p>عَ، يَفْشَسِرُ، يَبْطُ، يَفْشَسِرُ، سَرَى، ذَمَّ، قَسِرَ، هَرَّ،</p> <p>2. Demonstrate proficiency in copying the following numbers:</p> <p>١١ ١١ ١١ ١١ ٢١ ١١ ١١ ١١١١ ١١ ١١ ١١ ١١</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech</p>

**STRAND: B8/JHS2.4 Writing**  
**SUB-STRAND: B8/JHS2.4.2 Composition**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B8/JHS2.4.2.1</b> Learner demonstrates knowledge of spelling patterns and conventions of syntax with their corresponding meanings.	<b>B8/JHS2.4.2.1.1.</b> Demonstrate ability to respond to questions using familiar vocabulary. <b>Exemplars</b> <ol style="list-style-type: none"> <li>Write correct answers using your own words as a post-reading exercise.</li> </ol>	<b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP), Creativity and Innovation (CI)</b> <b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech
	<b>B8/JHS2.4.2.1.2.</b> Show writing skills in reorganising, rearranging jumbled sentences to complete a full text. <ol style="list-style-type: none"> <li>Reorganize chronologically mixed sentences to form meaningful text about your daily routine.</li> <li>Use your own words to fill in the blank spaces in a given passage.</li> </ol>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech <b>CI5.2:</b> Ability to merge simple/complex ideas to create novel situation or thing
	<b>B8/JHS2.4.2.1.3.</b> Show ability to write short messages independently, using appropriate words. <b>Exemplars:</b> <ol style="list-style-type: none"> <li>Use already acquired vocabulary to write a simple text about who you want to become in the future.</li> </ol>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech <b>CC7.1:</b> Identify words or

	<p>2. Write about your daily activities at home in your own words.</p> <p>قوله: أنا في بيتي</p> <p><b>B8/JHS2.4.2.1.4.</b> Demonstrate the knowledge and ability to fill in and select appropriate words to complete short phrases or sentences.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> <li>1. Rearrange given sentences to form complete grammatically correct sentences.</li> <li>2. Complete the following text about one's love for their country.</li> <li>3. Use the following given words and phrases to compose an essay about Eid Day or any festive occasion.</li> </ol>	<p>sentences in context appropriately</p> <p><b>CC7.1:</b> Identify words or sentences in context appropriately</p> <p><b>CP5.3</b> Create trees to think through problems</p>
<p><b>B8/JHS2.4.2.2</b> Learner shows ability in writing theme- related words and modelled writing strategies</p>	<p><b>B8/JHS2.4.2.2.1.</b> Show ability to summarise a prose read in class.</p> <p>Exemplars:</p> <ul style="list-style-type: none"> <li>- Write down key words (not more than 20) which are important for a summary.</li> <li>- Find important facts, statements and ideas.</li> </ul>	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b></p>

		<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech</p> <p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</p>
	<p><b>B8/JHS2.4.2.2.2.</b> Show composition skills by filling in the blank spaces with appropriate words to complete sentences.</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Choose the appropriate word or phrase from a list to complete a coherent text.</li> <li>2. Complete each sentence with an appropriate word from the bracket.</li> </ol>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>
	<p><b>B8/JHS2.4.2.2.3.</b> Show ability to write short answers that follow the rules of sentence structure and connect ideas in a logical fashion.</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Write short answers to questions by following the rules of sentence structure.</li> <li>2. Use own words to complete the following sentences.</li> </ol>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech reflection and evaluation,</p>
<p><b>B8/JHS2.4.2.3</b> Learner demonstrates the ability to organise ideas logically and fluently in order to write</p>	<p><b>B8/JHS2.4.2.3.1.</b> Demonstrate creative skills by describing characters in a story based on their actions, and according to the social and historical context.</p> <p><b>Exemplars:</b></p>	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving</b></p>



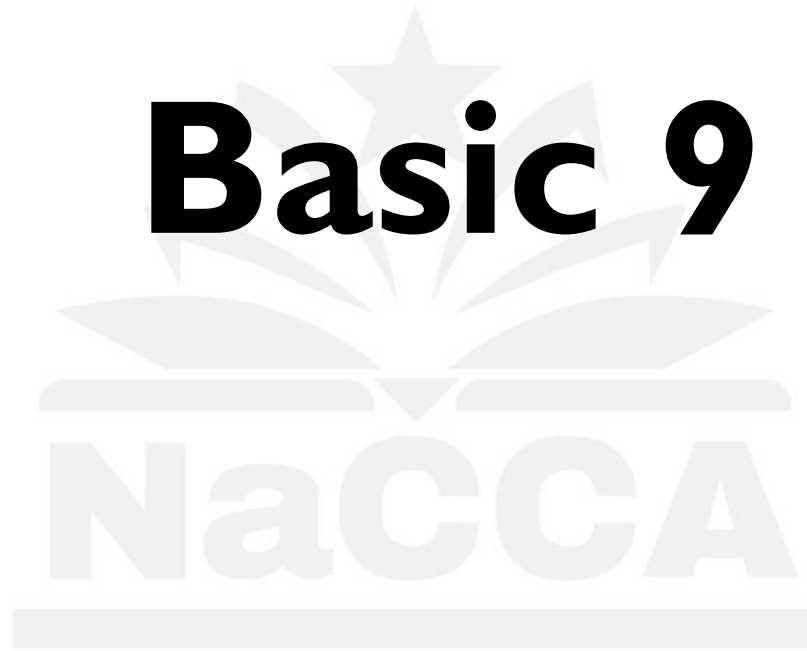
coherent texts.	<p>1. Use the following format to describe a character:</p> <p>أين يولد ونشأ؟ وصف الظاهر الداخلى - خلقه وخلق تفاصيل شخصية - كيف نشأ ونشأ كأنه شكل أدلة</p> <p>2. Write about the personalities in your community using some already learnt descriptive expressions as a guide.</p> <p>مدير المدرسة أولم عصو راس للإدارة زعيم قبيلة مروءة لسلول بون</p>	<p>(CP)</p> <p><b>CI6.4:</b> Imagining and seeing things in a different way</p> <p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>
	<p><b>B8/JHS2.4.2.3.2.</b> Show creative writing skills in narrative and descriptive essay writing.</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Reorganise a given information to describe a known Ghanaian historical character.</li> <li>2. Use a given format to write a short essay describing your village.</li> </ol>	<p><b>CI6.4:</b> Imagining and seeing things in a different way</p> <p><b>CI6.2:</b> Ability to reflect on approaches to creative task and evaluate the effectiveness of tools used</p>
	<p><b>B8/JHS2.4.2.3.3.</b> Show creativity in organising ideas logically and fluently in order to write coherent texts that follow a specific literary structure.</p> <p><b>Exemplars:</b></p> <p>Write an essay on a given topic in not less than 60 words.</p> <p>تملك 60 عن لتيال اماد خيل ب دحل عوضوم نع عاشيك ٥ ك</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech</p> <p><b>CP5.6: Demonstrate</b> a thorough understanding of a generalised concept and facts specific to task or situation</p>

	<p><b>B8/JHS2.4.2.3.4.</b> Demonstrate the ability to distinguish between the literal meaning and the figurative meaning, as well as between abstract notions and concrete notions from a given a text.</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Extract fromthe passage expressions that have literal meaning and those that have figurative meaning.</li> <li>2. Extract fromthe given text expressions that show abstract notions and those that show concrete notions.</li> </ol>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>
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# Basic 9



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**STRAND: B9/JHS3.1 Listening**  
**SUB-STRAND: B9/JHS3.1.1 Comprehension of Arabic Language**

Content Standard	Indicators and Exemplars	Core Competencies									
<b>B9/JHS3.1.1.1.</b> Learner demonstrates comprehension of various Arabic oral sound texts.	<b>B9/JHS3.1.1.1.1.</b> Demonstrate understanding of questions of <i>who? what? and when?</i> and provide the answers appropriately.  <b>Exemplars:</b> Answer <i>who? what? and when?</i> questions as follows: <table><tr><td>من</td><td>ماذا</td><td>من</td></tr><tr><td>من يدرس اللغة العربية</td><td>ماذا نكتب في الكراسة</td><td>من علم القراءة</td></tr><tr><td>من يصلي الصبح</td><td>ماذا نعمل في البيت</td><td>من أبوي؟</td></tr></table>	من	ماذا	من	من يدرس اللغة العربية	ماذا نكتب في الكراسة	من علم القراءة	من يصلي الصبح	ماذا نعمل في البيت	من أبوي؟	<b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP), Digital Literacy (DL)</b>  <b>CC7.1:</b> Identify words or sentences in context appropriately
	من	ماذا	من								
	من يدرس اللغة العربية	ماذا نكتب في الكراسة	من علم القراءة								
من يصلي الصبح	ماذا نعمل في البيت	من أبوي؟									
<b>B9/JHS3.1.1.1.2.</b> Recognise and recall main points in a short dialogue and use the model in personal conversation.  <b>Exemplars:</b>  Identify four major points from a given audio story.	<b>B9/JHS3.1.1.1.3.</b> Demonstrate the ability to extrapolate and respond to essential general ideas and information from topical national issues.  <b>Exemplars:</b>  Listen to the following topics and give your own interpretations: <table><tr><td>البنات و أندى على الصرح</td><td>الدخيل و خطورة</td></tr><tr><td>ونكلشم و اصرعنا بالمشحونج</td><td>فراضا وونا لفق</td></tr></table>	البنات و أندى على الصرح	الدخيل و خطورة	ونكلشم و اصرعنا بالمشحونج	فراضا وونا لفق	<b>CC7.1:</b> Identify words or sentences in context appropriately  <b>DL5.3:</b> Ability to find and utilise digital content  <b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation,  <b>CG5.5:</b> Adjust to the demands of customs, traditions, values and attitudes of society					
البنات و أندى على الصرح	الدخيل و خطورة										
ونكلشم و اصرعنا بالمشحونج	فراضا وونا لفق										

	<p><b>B9/JHS3.1.1.1.4.</b> Show ability to follow and understand a variety of spoken discourse between two or several participants.</p> <p><b>Exemplars:</b> Listen to the following topics and point out their purposes and related ideas:</p> <p>فوائد النخيل المنظرة وأهميتها نبدلوا ؛ أيديا ونواضلة لئلا نخل خلاً</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p> <p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation,</p>
<p><b>B9/JHS3.1.1.2</b> Learner identifies words or sentences in context appropriately in class discussions about school competitions and games.</p>	<p><b>B9/JHS3.1.1.2.1.</b> Demonstrate an understanding of central issues in aural discussions on inter-school football games/gala.</p> <p><b>Exemplars:</b> State the main point and three secondary ones in a discussion about football, using the following topics:</p> <p>نتيجة مباراة كرة القدم مباراة ودية اتدي لكرة القدم اجلاي حكم مباراة</p>	<p><b>Communication and Collaboration (CC),</b></p> <p><b>CC7.1:</b> Identify words or sentences in context appropriately,</p> <p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech</p>
	<p><b>B9/JHS3.1.1.2.2.</b> Demonstrate the ability to visualise images and scenes in order to facilitate understanding of a sports commentary.</p> <p><b>Exemplars:</b></p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately,</p> <p><b>CC7.4:</b> Identify underlying</p>

	<p>Identify the vocabulary in a football commentary, such as the following:</p> <p>ضربة لينة ضربة حرة تسجيل الهدف حارس مرمى مرور الكرة ضربة جزاء</p>	<p>themes, implications and issues when listening</p>
<p><b>B9/JHS3.1.1.3</b> Learner Demonstrate knowledge of aural expression about education and career paths.</p>	<p><b>B9/JHS3.1.1.3.1.</b> Demonstrate ability to answer questions about the relationships between education and career, and provide the answers orally.</p> <p><b>Exemplars:</b></p> <p>Understand a conversation on the relationship between education and career such as:</p> <p>سأردلأ دع، لعلنس اذما ؟ سأردلأ دع، لعلنس اذما</p> <p>ظلا اءش فلأ، ببط فوك أس، بطل نيلك بذ بطل س أدر نأ ظلا اءش فلأ، ساداهم فوك س، نء سقلنا قنل ك بذ ؤ نء سزا س أدر نأ</p>	<p><b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP), Creativity and Innovation (CI)</b></p> <p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation,</p>
	<p><b>B9/JHS3.1.1.3.2.</b> Recognise and recall main points in a text read in class on education and career path, and reproduce them.</p> <p><b>Exemplars:</b></p> <p>Recall points in a text on education and repeat them.</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p> <p><b>CI6.1:</b> Exhibit strong memory, intuitive thinking and respond appropriately</p>
	<p><b>B9/JHS3.1.1.3.3.</b> Show ability to participate in a spoken discourse and express personal ideas about children and schooling.</p> <p><b>Exemplars:</b></p> <p>Present personal views in a class discussion about the topic (أو ڤخ اللعالم).</p>	<p><b>CI6.4:</b> Imagining and seeing things in a different way</p> <p><b>CI5.7:</b> Putting forward constructive comments, ideas, explanations and new ways of</p>

		doing things
<b>B9/JHS3.1.1.4</b> Learner responds appropriately to a narration of market scene with description of various wares, stocks, and people.	<b>B9/JHS3.1.1.4.1.</b> Demonstrate ability to answer questions on a text read in class, and to express an independent view on the content.  <b>Exemplars:</b>  Read a given story and answer questions on the ideas from the story using your own words.	<b>Communication and Collaboration (CC), Digital Literacy (DL), Critical thinking and Problem solving (CP)</b>  <b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation  <b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech
	<b>B9/JHS3.1.1.4.2.</b> Show effective listening skills by identifying various linguistic and tonal features for appropriate response.  <b>Exemplars:</b>  Provide appropriate responses to questions such as the following:  ؟ ڏيکارڻ ۽ ڳالهائڻ ۾ ڪيئن مدد ڪري ٿو؟ ؟ ڏيکارڻ ۽ ڳالهائڻ ۾ ڪيئن مدد ڪري ٿو؟ ؟ ڏيکارڻ ۽ ڳالهائڻ ۾ ڪيئن مدد ڪري ٿو؟	<b>CC7.1:</b> Identify words or sentences in context appropriately  <b>CC8.3:</b> Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes
	<b>B9/JHS3.1.1.4.3.</b> Demonstrate the ability to listen accurately and critically and identify various images and scenery of the market.  <b>Exemplars:</b>  Identify various sceneries of a market and participate in question-and-answer sessions in class.	<b>DL5.3:</b> Ability to find and utilise digital content

**STRAND: B9/JHS3.1 Listening**  
**SUB-STRAND: B9/JHS3.1.2 Listening Comprehension and Participation**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B9/JHS3.1.2.1</b> Learner demonstrates knowledge and understanding of a nonfiction text read in class about environmental issues.	<b>B9/JHS3.1.2.1.1.</b> Show listening skills and strategies while listening to discussion after reading a text.  <b>Exemplars:</b>  Listen to a discussion on a school activity and display the following strategies: <ul style="list-style-type: none"> <li>- Maintain eye contact.</li> <li>- No interrupting.</li> <li>- Watch the nonverbal cues.</li> <li>- Restate what you heard and clarify by repeating it.</li> <li>- Use some encouragers like head shaking, etc.</li> <li>- Ask probing questions.</li> </ul>	<b>Communication and Collaboration (CC), Creativity and Innovation (CI), Critical thinking and Problem solving (CP)</b>
	<p>مدهاف بلهسل فل قنلآ اتلج قنات الس ف بظون عم قنلر لندا ق شطلأا عن راوح بلل عم لاس</p> <p>عوم ث دح نللا وحو بن النظر</p> <p>وعم ث دح نللا ق طاق مدع</p> <p>والو حاء نالآ قنل قنللا نل ق قنللا لخطقم</p> <p>وندا علو وعم سن ام رل كذ</p> <p>سألر قنل شاك نل قنللا ض عم دح لاس</p> <p>ال نزم بل علمل أسه مللة إل ققاء</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately,</p> <p><b>CC7.4:</b> Identify underlying themes, implications and issues when listening</p>
<b>B9/JHS3.1.2.1.2.</b> Show ability to deduce meaning of some unfamiliar words from a context with prior knowledge of a sports subject.  <b>Exemplars:</b>	<p>كرة السلة      كرة الطاولة      البركلمة      البصارة</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>



	<ul style="list-style-type: none"> <li>- Deduce the meaning of a new difficult word considering the known words within the sentence.</li> <li>- Identify known words related to unfamiliar words from the passage.</li> </ul> <p>لأملثا بنه حضاو لا تاملكاب اليعسم صلا بنة بعص تاملكاب اعلم طينسا صلا بنه بولما نغ تاملكة بظرا بوعرا تاملكل حدد</p>	
	<p><b>B9/JHS3.1.2.1.3.</b> Demonstrate the ability to interpret other arguments independently and respond appropriately on environmental issues.</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Answer post-reading sampled questions on different human practices and attitudes that impact on environment.</li> </ol> <p>ثوت الباه واسيلو      ثوت الباه واسيلو</p> <ol style="list-style-type: none"> <li>2. Articulate an understanding about environmental problems in the locality using statements as:</li> </ol> <p>قبعلا طارالكو      ير خلا قظان لع فظة خلا      اقيلزلا بنه قماقلا عضو</p> <ol style="list-style-type: none"> <li>3. Interpret points on the types of natural disasters in your own words</li> <li>4. Respond to questions about factors that cause natural disasters in your own words.</li> </ol> <p>تنالاضيل      قر بالي قنحاد      قبحرا قنحاد</p>	<p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation,</p> <p><b>CI5.7:</b> Putting forward constructive comments, ideas, explanations and new ways of doing things</p>
	<p><b>B9/JHS3.1.2.1.4.</b> Show ability to deduce meanings of some unfamiliar words and phrases from the context relating to various efforts and measures to minimise impacts of natural disasters.</p> <p><b>Exemplars:</b></p> <p>قبعلا طارالكو</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>

	<p>Deduce from a text the meanings of the following phrases:</p> <p> الربكُوت      الرزئ      ويوع الكوارث  الندابُت الازمة للحماسة      الازشطة البشرة      الازعاصُت  شوراك الربكُوت      جوك الازرض      حركة الصخور </p>	<p><b>CP5.6: Demonstrate</b> a thorough understanding of a generalised concept and facts specific to task or situation,</p>
<p><b>B9/JHS3.1.2.2</b> Learner demonstrates understanding of language use in a school debate on education and career plans.</p>	<p><b>B9/JHS3.1.2.2.1</b> Show ability to listen accurately and critically, as well as identify implied meanings in a statement in order to respond appropriately.</p> <p><b>Exemplars:</b></p> <p>قمل عابا قاردا نططو</p> <p>Clarify the implied meaning of a statement by:</p> <ul style="list-style-type: none"> <li>- Identifying the topic</li> <li>- Considering the central word, and discarding the supporting words.</li> <li>- Check the synonyms and pick one that is aligned to the supporting words.</li> </ul>	<p><b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b></p>
		<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>
	<p><b>B9/JHS3.1.2.2.2.</b> Demonstrate the ability to discriminate between the main and subsidiary ideas in discourse, and organise answers.</p> <p><b>Exemplars:</b></p> <p>تدلل مبال عن نهم</p>	<p><b>CP5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument</p>

	<p>Point out the main idea(s), and the subsidiary ones in an audio-visual material, and give personal observations.</p> <p>ئىش ل ك بى ئۇلدا لىر شام  اهم نىل غىسمانىل  ال قىلان ل ب چ عىم دا لىر فصر ئۇلدا</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>
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**STRAND: B9/JHS3.2 Speaking**  
**SUB-STRAND: B9/JHS3.2.1 Everyday Oral Communication**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B9/JHS3.2.1.1</b> Learner demonstrates competency in speaking in an informal context.	<b>B9/JHS3.2.1.1.1.</b> Show ability to distinguish between formal and informal registers of familiar vocabulary.  <b>Exemplars:</b> <ol style="list-style-type: none"> <li>1. Give your understanding of what formal and informal language is, with examples.</li> <li>2. Give the appropriate informal language in terms of the following:             Context, sentences, language, voice, interjections, personal pronoun, tone.         </li> <li>3. Give ten sentences in the following informal context.   <div style="text-align: center;"> <p>ریدم و مل عنایا تہ تہا ملاد</p> <p>تہا اندر اہ فصل پچ رشع تہا - قہرلندا</p> <p>تہا لہو</p> </div> </li> </ol>	<b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP), Creativity and Innovation (CI)</b>
	<b>B9/JHS3.2.1.1.2.</b> Show communicative competence by using appropriate expressions for names of languages and their countries.  <b>Exemplars</b>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech  <b>CC7.1:</b> Identify words or sentences in context appropriately

	<p>Give the names of popular languages in the world:</p> <p> <span>قېندال ۋىللا</span> <span>قېندال ۋىللا</span> <span>قېندال ۋىللا</span> </p> <p> <span>قېندال ۋىللا</span> <span>قېندال ۋىللا</span> <span>قېندال ۋىللا</span> </p> <p> <span>قېندال ۋىللا</span> <span>قېندال ۋىللا</span> <span>قېندال ۋىللا</span> </p> <p> <span>قېندال ۋىللا</span> <span>قېندال ۋىللا</span> <span>قېندال ۋىللا</span> </p>	<p><b>CG6.4:</b> Exhibit a sense of nationality and global identity</p>
	<p><b>B9/JHS3.2.1.1.3.</b> Demonstrate skills in using some culturally specific gestures in a limited range of special occasions.</p> <p><b>Exemplars:</b></p> <p>1. Use the following vocabulary to talk about a marriage ceremony you have witnessed:</p> <p> <span>ما شاء الله</span> <span>حفاة زواج أخي اليعوب</span> <span>يو عريس</span> </p> <p> <span>العروس سعدة</span> <span>الله رخص</span> <span>العقد يكويف بن جامع لكوماسي</span> </p> <p>2. Use the following vocabulary to talk about a naming ceremony you have witnessed:</p> <p> <span>عندان حفاة التسمية اليعوب</span> <span>أخت زوجة عمي بي الين أهدت</span> <span>وقد ذبح العقيقة</span> </p> <p> <span>قد لدا رثه بك</span> <span>ادجيت بك نرض الجاد ددع فال</span> </p>	<p><b>CI5.2:</b> Ability to merge simple/complex ideas to create novel situation or thing</p> <p><b>CG6.4:</b> Exhibit a sense of nationality and global identity</p>
	<p><b>B9/JHS3.2.1.1.4.</b> Show mastery of appropriate speech act and diction in communicating about a food and health.</p> <p><b>Exemplars:</b></p> <p>1. Use the following expressions to talk about going out for dinner.</p> <p> <span>مرحبا بك اي انددني البطعم</span> <span>ماذا عنظكم من الألطعم؟</span> <span>لدينا أطمعة عديدة</span> </p> <p> <span>الظعم جاز</span> <span>الظعم جاز</span> <span>الظعم جاز</span> </p> <p> <span>الظعم جاز</span> <span>الظعم جاز</span> <span>الظعم جاز</span> </p> <p> <span>الظعم جاز</span> <span>الظعم جاز</span> <span>الظعم جاز</span> </p>	<p><b>CI:</b> CC8.2: Explain ideas in a clear order with relevant detail, using structure speech</p>

	<p>لي قاربا</p> <p>قنا ادا لسلو</p> <p>2. Use the following expressions to talk about food and health.</p> <p>             ادعيا بنا ديدش لالاب عراش              دعو لاكل ا ف بل ندي ل سلغ              قدي غدا ل سو           </p> <p>             ان مسيت جدا              النطل ال غدا ني اذنا وازن              اظكوخ ظفخ           </p> <p>             احلا فظة على سلمة الكل              السكرت والذش وايت والديوف              الفلو ل حص ساد           </p>	
<p><b>B9/JHS3.2.1.2</b> Learner demonstrates good arguments in school debates about education and career paths.</p>	<p><b>B9/JHS3.2.1.2.1.</b> Demonstrate the ability to employ various conversational strategies (such as interrogative statement, surprise and wonder) to advance an argument.</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Pick a topic of your choice and use the following strategies to make a point and advance it.               <ul style="list-style-type: none"> <li>- Speak slowly and clearly.</li> <li>- Check your body language.</li> <li>- Listen and take notes.</li> <li>- Tell a story or give an illustration to make your point.</li> </ul> </li> </ol>	<p><b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b></p> <p><b>CP5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument</p> <p><b>CP5.2</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</p>
	<p><b>B9/JHS3.2.1.2.2</b> Show the ability to select and manipulate certain structures, like appropriate tense and emotive language, to achieve specific communication goals.</p> <p><b>Exemplars:</b></p> <p>Give an example of the following to prove persuasive competence:</p> <ul style="list-style-type: none"> <li>- Opinion - a personal viewpoint often presented as a fact.</li> <li>- Personal pronouns - „I“, „you“ and „we“.</li> <li>- Imperative command - instructional language.</li> <li>- Rhetorical question - a question which implies its own answer.</li> </ul> <p>قدي غدا ل سو</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech</p> <p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>

	<p>- قة:بذل ح ا ت بذل ءة:بصخش رنظ ءهجو - يأر :بصعر</p> <p>- "حنن" و "تذأ" و "نأ" - ءة:بصخشلل رءامضلا قا:عمر</p> <p>- ألمر</p> <p>- ا:بذمض ن:باجلًا منض:بئخسا سؤ</p>													
	<p><b>B9/JHS3.2.1.2.3.</b> Demonstrate awareness of verbal and non-verbal communications to communicate effectively and accurately.</p> <p><b>Exemplars:</b></p> <p>ا:بئغو تلم باءاوا و:جلوا تان:بغو تما:بذواو تار:بشلائي عملاس</p> <p>Give examples of the following known Arabic nonverbal communication:</p> <table> <tr> <td>Gestures</td> <td>ا:بشارات</td> </tr> <tr> <td>facial expressions</td> <td>ن:بءانات الوجو</td> </tr> <tr> <td>tone of voice</td> <td>ط:بئة الصوت</td> </tr> <tr> <td>eye contact</td> <td>ال:بصافي البصري</td> </tr> <tr> <td>body language</td> <td>لغة السد</td> </tr> <tr> <td>Posture</td> <td>الوضعية</td> </tr> </table>	Gestures	ا:بشارات	facial expressions	ن:بءانات الوجو	tone of voice	ط:بئة الصوت	eye contact	ال:بصافي البصري	body language	لغة السد	Posture	الوضعية	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p> <p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>
Gestures	ا:بشارات													
facial expressions	ن:بءانات الوجو													
tone of voice	ط:بئة الصوت													
eye contact	ال:بصافي البصري													
body language	لغة السد													
Posture	الوضعية													
<p><b>B9/JHS3.2.1.3</b> Learner. shows proficiency in expressing cogent viewpoints in class discussions.</p>	<p><b>B9/JHS3.2.1.3.1.</b> Demonstrate the ability to express personal contributions in a discussion about inter-school football games/gala.</p> <p>سرادبا ت:بب بئطريزل مشير بابا</p>	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b></p>												

	<p><b>Exemplars:</b></p> <p>Use the following phrases to contribute to class discussion about sports</p> <p>ضربة كندبة ضربة حرة تسجيل اذلكب حارس مرمى مرور الكرة ضربة جزاء</p>	<p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</p>
	<p><b>B9/JHS3.2.1.3.2.</b> Show proficiency in presenting clear personal ideas after reading discussing of school athletics.</p> <p><b>Exemplars:</b></p> <p>قهريل ل باع الل</p> <p>Show what goes into the following to help in class discussions of a text:</p> <ul style="list-style-type: none"> <li>- Preparation</li> <li>- Listening</li> <li>- Originality</li> <li>- Summarising other views</li> </ul>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech</p> <p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</p>
	<p><b>B9/JHS3.2.1.3.3.</b> Show the ability to predict the closest meanings of some unfamiliar words in a text about ICT and its use as a learning tool.</p> <p><b>Exemplars:</b></p> <p>Carry out the following exercises to arrive at the meanings of the unknown words:</p> <ul style="list-style-type: none"> <li>- Identify known words related to unfamiliar words from the passage.</li> <li>- Provide meanings of new words considering the context of the sentences in the passage.</li> <li>- Confirm your suggested meanings from the dictionary.</li> </ul>	<p><b>CP5.4:</b> Generate hypothesis to help answer complex problems</p> <p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>





	<p><b>B9/JHS3.2.1.4.3.</b> Show proficiency in the use of previously learnt phrases and simple sentences in an interactive conversation about a selected local festival.</p> <p><b>Exemplars:</b></p> <p>Use familiar phrases to talk about Ghanaian traditional festivals such as Odwira, Homowo, and Damba in front of the class.</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p> <p><b>CG5.5:</b> Adjust to the demands of customs, traditions, values and attitudes of society</p>
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**STRAND: B9/JHS3.2 Speaking**  
**SUB-STRAND: B9/JHS3.2.2 Oracy and Aesthetics**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B8/JHS2.2.2.1</b> Learner participates in a rehearsed play through dialogues.	<b>B9/JHS3.2.2.1.1.</b> Demonstrate oral communicative skills through supporting role play in a drama. <b>Exemplars:</b> Participate in a drama with and play a supporting character.	<b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b>  <b>CC7.1:</b> Identify words or sentences in context appropriately
	<b>B9/JHS3.2.2.1.2.</b> Demonstrate the ability to play the main character in a simple play. <b>Exemplars:</b> Participate in a drama with and play the main character.	<b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation  <b>CC7.1:</b> Identify words or sentences in context appropriately

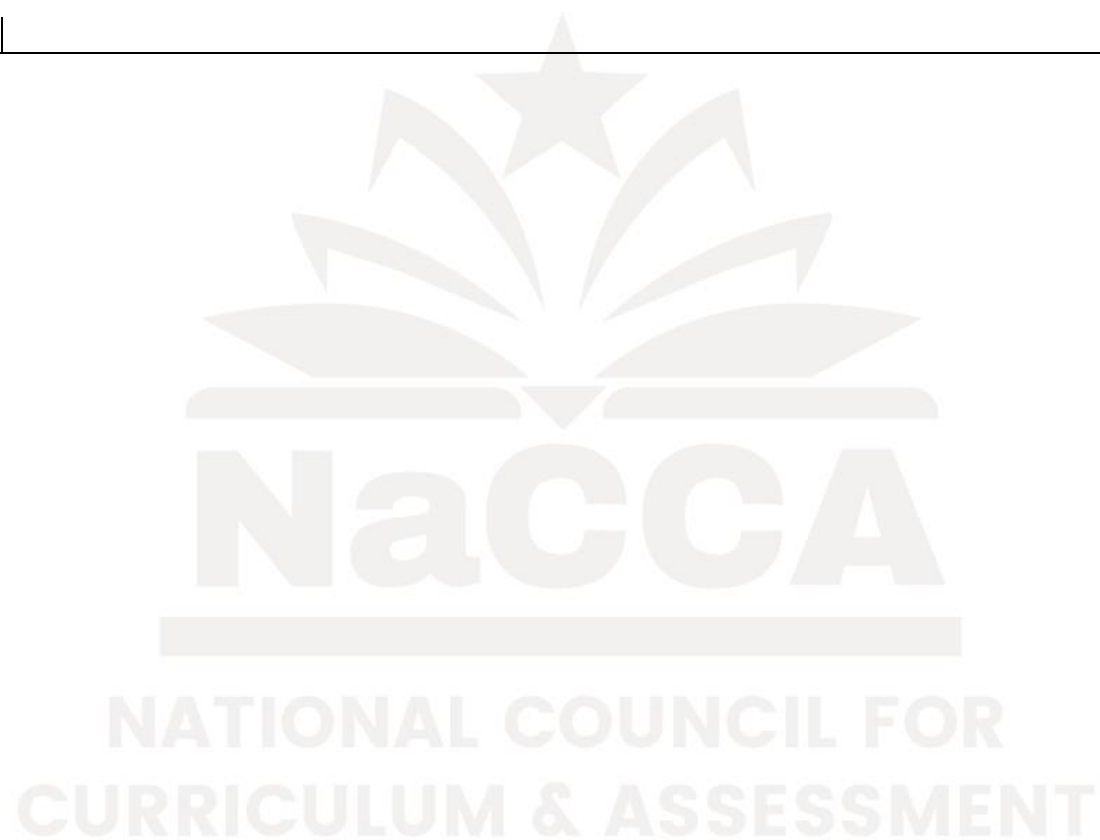
**STRAND: B9/JHS3.2 Speaking**  
**SUB-STRAND: B9/JHS3.2.3 Grammar**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B9/JHS3.2.3.1</b> Learner speaks Good Arabic: Grammar Unit: Doing words (Verbs and tenses)	<p><b>B9/JHS3.2.3.1.1.</b> Demonstrate knowledge of verb conjugation in simple connected dialogues which include the use of present/past tense for first person singular/plural.</p> <p>Exemplars:</p> <p>1. Say what you do every day and what you are doing now (Tenses: Present)</p> <p style="text-align: center;">أذیب أكذب أذبح أحس نذیب نكذب نذبح جالس</p> <p>2. Say what you did yesterday (Tense: Past)</p> <p style="text-align: center;">أذیبت أکذبت أذبحت ، جالست نذیبت نكذبت نذحت جالست</p>	<p><b>Communication and Collaboration (CC),</b></p> <p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>
	<p><b>B9/JHS3.2.3.1.2.</b> Demonstrate knowledge of verb conjugation in simple connected dialogues which include the use of present tense for second person singular/plural.</p> <p><b>Exemplars:</b></p> <p>1. Tell someone or an audience listening to you what he does or they do every day, or what someone/ audience is/are doing now (Tenses: Present)</p> <p style="text-align: center;">أذیبت أکذبت أذحت نذیبت نكذبت نذحت نذیبت نذحت</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p> <p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>

	<p>Tell someone or an audience listening to you what he or they did yesterday (Tenses: Past)</p> <p>الفاعل الماضي      ذىبت      ذىبتم      ذىبتم      كذب      كذبتم      كذبتم      نذحت      نذحتما</p> <p>2. Ask someone to do something (Imperative).</p> <p>الفاعل الأمر      اذيب      اذكبا      اذبحوا      اجلسن</p>	
	<p><b>B9/JHS3.2.3.1.3.</b> Demonstrate knowledge of verb conjugation in simple connected dialogues which include the use of present tense for third person singular or plural, masculine or feminine.</p> <p><b>Exemplars:</b></p> <p>1. Say what someone or an audience does every day or are doing now (Tenses: Present).</p> <p>الفاعل المضارع      يذيب      يذيبون      يذيبان      يذبحون      يذبحان      يذبحون      يذبحون      يذبحون</p> <p>2. Say what someone or an audience did yesterday (Tenses: Past).</p> <p>الفاعل الماضي      ذىب      ذىبا      ذىبا      ذىبا      ذىبا      ذىبا      ذىبا      ذىبا</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p> <p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>

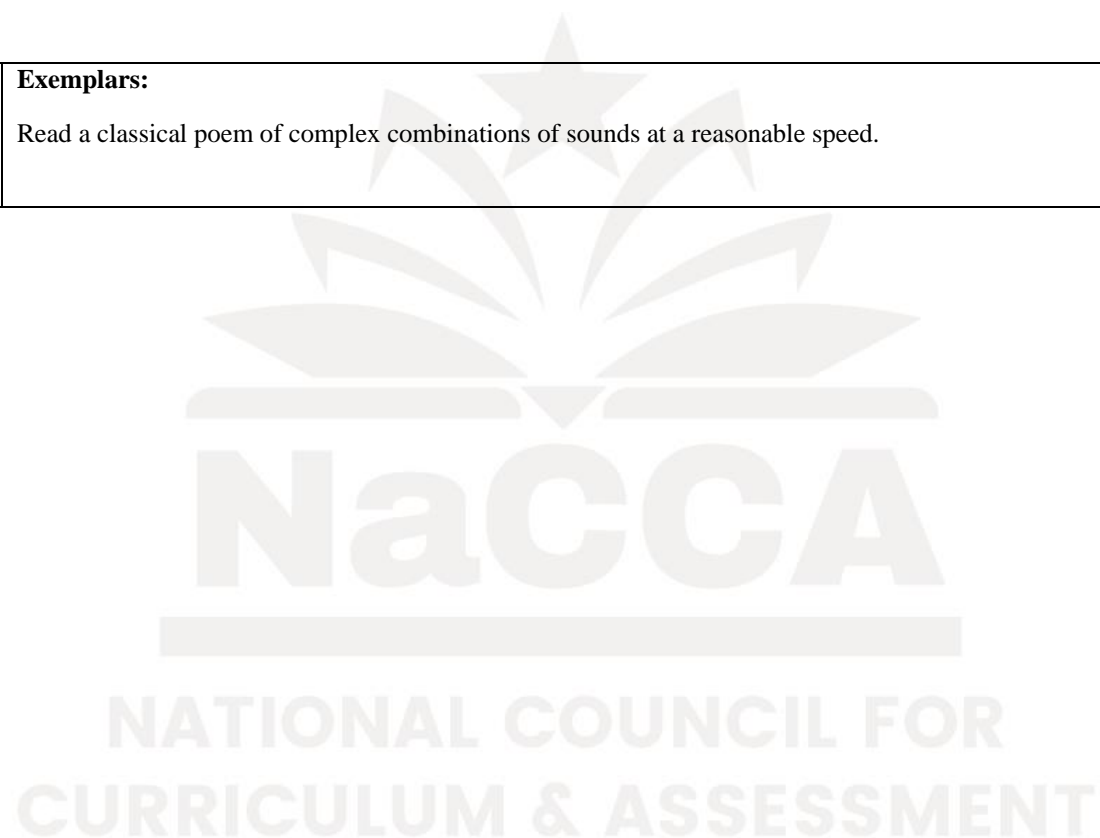
**STRAND: B9/JHS3.3 Reading**  
**SUB-STRAND: B9/JHS3.3.1 Phonological awareness / Oral Reading Fluency**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B9/JHS3.3.1.1</b> Learner shows reading skills of a moderately complex text at a reasonable reading speed about the dangers of social vices.	<p><b>B9/JHS3.3.1.1.1.</b> Show fluency and correct pronunciation of semi vowelised joint Arabic letters, phrases and simple sentences as they appear in a script.</p> <p><b>Exemplars:</b></p> <p>Read the following passage carefully and place the missing diacritics (harakat) in their appropriate places:</p> <p style="text-align: center;">         اَلَمْ يَكُنْ لَكَ مَرْحَلَةٌ مِّنْ حَيْثُ رَزَا زَيْدُكَ ؟ هَذَا اَمْ يَقُولُ لَا هِيَ بَلْ يَكُنْ يَوْمًا          مَّحَلٌّ لِّكَ مَرْحَلَةٌ          رُبَّمَا زِلَّةٌ تَقَعُ لَكَ اَلَا اِنْ دَحَا اَمْ يَرِىُّ لَكَ طَوْفٌ شَرٌّ          اَوْ اِنْ طَوَّيْتَ لَكَ مَرْحَلَةً اَوْ اِلَّا قُلْنَا نَبِيٌّ دَعَا نَقْوَ. هَذَا اَمْ يَكُنْ لَا هِيَ بَلْ يَكُنْ يَوْمًا مَّحَلٌّ لِّكَ          زَنْدًا اَوْ ذِي سُرٍّ. لَكَ قَوْجٌ اَوْ اَنْتَ يَكُنْ          اَلَمْ يَكُنْ لَكَ مَرْحَلَةٌ مِّنْ حَيْثُ رَزَا زَيْدُكَ ؟ هَذَا اَمْ يَقُولُ لَا هِيَ بَلْ يَكُنْ يَوْمًا          مَّحَلٌّ لِّكَ مَرْحَلَةٌ          رُبَّمَا زِلَّةٌ تَقَعُ لَكَ اَلَا اِنْ دَحَا اَمْ يَرِىُّ لَكَ طَوْفٌ شَرٌّ          اَوْ اِنْ طَوَّيْتَ لَكَ مَرْحَلَةً اَوْ اِلَّا قُلْنَا نَبِيٌّ دَعَا نَقْوَ. هَذَا اَمْ يَكُنْ لَا هِيَ بَلْ يَكُنْ يَوْمًا          مَّحَلٌّ لِّكَ زَنْدًا اَوْ ذِي سُرٍّ. لَكَ قَوْجٌ اَوْ اَنْتَ يَكُنْ          اَلَمْ يَكُنْ لَكَ مَرْحَلَةٌ مِّنْ حَيْثُ رَزَا زَيْدُكَ ؟ هَذَا اَمْ يَقُولُ لَا هِيَ بَلْ يَكُنْ يَوْمًا          مَّحَلٌّ لِّكَ مَرْحَلَةٌ       </p>	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b></p> <p><b>CC8.3:</b> Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</p>
	<p><b>B9/JHS3.3.1.1.2.</b> Show reading skills in articulating various letters and their representative sounds.</p> <p><b>Exemplars:</b></p> <p>Read a classical literary prose of semi-complex sounds at a reasonable speed.</p>	<p><b>CC8.3:</b> Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</p>
	<p><b>B9/JHS3.3.1.1.3.</b> Show reading skills in articulating rare combinations of letters and their representative sounds.</p>	<p><b>CC8.3:</b> Apply appropriate diction and structure sentences</p>



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	<b>Exemplars:</b> Read a classical poem of complex combinations of sounds at a reasonable speed.	persuasive, imaginative and expository purposes
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**STRAND: B9/JHS3.3 Reading**  
**SUB-STRAND: B9/JHS3.3.2 Reading Comprehension**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B9/JHS3.3.2.1</b> Learner reads skills of a moderately complex text at a reasonable speed about religious festivals and celebrations.	<b>B9/JHS3.3.2.1 1.</b> Identify the subject matter of a text through illustrations, and other clues. <b>Exemplars:</b> <ol style="list-style-type: none"> <li>1. Read a classical Arabic prose of moderate complexity.</li> <li>2. Observe text elements and state what idea comes to mind.</li> <li>3. Which aspect of the text contributes to your understanding of the text and how?</li> </ol>	<b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b>
		<b>CP5.1</b> Ability to combine information and ideas from several sources to reach a conclusion  <b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation
	<b>B9/JHS3.3.2.1.2.</b> Recognise and respond to key ideas from a passage about a given topic. <b>Exemplars:</b> <ol style="list-style-type: none"> <li>1. List what you already know about the topic.</li> <li>2. Write questions about what you want to learn from reading the text.</li> <li>3. Look for answers to the questions, and write them down.</li> </ol> <p style="text-align: right;">           - عرض لودا اذى عن اقص يدعنه ام ركاذ            - صلا اذى بد و سدادر كره امع نللسأ بلكا            - نللسأ لكاهان لع دالمر نوجلا عن شديو صلا أرقا         </p>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech

	<p><b>B9/JHS3.3.2.1.3.</b> Demonstrate active contributions to group readings to develop comprehension skills.</p> <p><b>Exemplars:</b></p> <p>Identify any of the following structures of a text as a contribution to a post-reading discussion:</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>- Problem and solution</li> <li>- Compare and contrast</li> <li>- Description</li> <li>- Time and order (sequence of events, actions, or steps)</li> </ul> <p>ص لول لشنقاقر دق، ققش لول عارل آلل ص لول قققون حدد</p> <ul style="list-style-type: none"> <li>- ققنللو ببالس</li> <li>- للاحو كلمقش لول</li> <li>- ققنللو ققراق لول</li> <li>- الوصف</li> <li>- (خلطوات أو الأحداث سلسل) وال سلسل الزمن</li> </ul>	<p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</p> <p><b>CP5.9:</b> Identify and explain a confusion, uncertainty or a contradiction surrounding an event</p>
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**STRAND: B9/JHS3.3 Reading**  
**SUB-STRAND: B9/JHS3.3.3 Grammar**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B9/JHS3.3.3.1</b> Learner speaks Good Arabic: Grammar Unit: Doing words (verbs and tenses)	<b>B9/JHS3.3.3.1.1</b> Demonstrate knowledge of verb tenses in reading of a semi vowelized script by identifying the verb in imperfect tense and pointing out person/gender/number.  <b>Exemplars:</b>  Extract from a given text verb in imperfect tense and point out person/gender/number.  عج وأتو وأدرنم وی لیو - شہانباو نکذنا - لعانبا رکذا - صلا نم عراضم ل ع	<b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b>  <b>CC7.1:</b> Identify words or sentences in context appropriately
	<b>B9/JHS3.3.1.2.</b> Demonstrate knowledge of verb tenses in reading of a semi vowelized script by identifying the verb in perfect tense and pointing out person/gender/number.  <b>Exemplars:</b>  Extract from a given text the verb in perfect tense and indicate the person/gender/number.  عج وأتو وأدرنم وی لیو - شہانباو نکذنا - لعانبا رکذا - صلا نم ضام ل ع	<b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation  <b>CP6.5:</b> Ability to select alternative(s) that adequately meet selected criteria
	<b>B9/JHS3.3.1.3</b> Demonstrate knowledge of verb tenses in reading a semi vowelized script by identifying the verb in imperative mood and point out person, gender or number.  <b>Exemplars:</b>  Extract from a given text the verb in imperative mood and indicate person, gender or number.  عج وأتو وأدرنم وی لیو - شہانباو نکذنا - لعانبا رکذا - صلا نم رمأ ل ع	<b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation  <b>CP6.5:</b> Ability to select alternative(s) that adequately meet selected criteria

**STRAND: B9/JHS3.3 Reading**  
**SUB-STRAND: B9/JHS3.3.4 Critical Reading**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B9/JHS3.3.4.1</b> Learner demonstrates understanding by making inferences and predictions based on textual cues	<b>B9/JHS3.3.4.1.1</b> Demonstrate the ability to make inferences of text features such as word order, conjugation of verbs and sentence structure.  <b>Exemplars:</b> Give an interpretation of the following text features: <ul style="list-style-type: none"> <li>- Titles, headings, subheadings, preface, contents page, bullet points, glossary, index, guide words</li> </ul>	<b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b>  <b>CP6.3:</b> Identify important and appropriate alternatives
	<b>B9/JHS3.3.4.1.2.</b> Show the ability to identify cultural elements and their depictions in a simple text.  <b>Exemplars:</b> <ol style="list-style-type: none"> <li>1. Identify what depictions portray Arab culture in the reading text.</li> <li>2. To what extent do the following elements tell about the Arab culture in the given text: dressing, mannerism, communication, scenery and art.</li> </ol> <p style="text-align: right;">برعنا دنياؤنو تداع رى اظم</p>	<b>CC7.1:</b> Identify words or sentences in context appropriately  <b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation
	<b>B9/JHS3.3.4.1.3.</b> Demonstrate competence in vocabulary building to enhance understanding of unfamiliar texts.	<b>CP5.6:</b> Demonstrate a thorough understanding of a generalised

	<b>Exemplars:</b> <ol style="list-style-type: none"> <li>1. List familiar words from the text.</li> <li>2. List the unfamiliar words or new ones.</li> <li>3. Infer the meanings of the new words in their context.</li> <li>4. Look up the word in a dictionary</li> <li>5. Compare the dictionary definition with what you inferred.</li> </ol>	concept and facts specific to task or situation
<b>B9/JHS3.3.4.2.</b> Learner demonstrates knowledge and appreciation about text analysis and reading techniques.	<b>B9/JHS3.3.4.2. 1.</b> Show the ability to engage in critical reading of a text by indicating how word changes meanings and understanding.  <b>Exemplars:</b>  Build your vocabulary by answering the following: <ul style="list-style-type: none"> <li>- Which words do you notice first? Why?</li> <li>- Look up any unfamiliar words.</li> <li>- Look in the Dictionary for their literary meanings.</li> <li>- What do they actually mean here?</li> <li>- What type of writing is the passage? (For example, narration, description, argument, dialogue, rhymed or alliterative poetry, etc.)</li> </ul> <div style="text-align: right;"> <p>صَلَاةٌ نَمَّ قَوْلُهَا تَامِلًا لِكَلَامِ الْفَذِّ</p> <p>عَدِيدًا تَامِلًا لِكَلَامِ الْفَذِّ</p> <p>صَلَاةٌ يَسْ بَدَّ عَدِيدًا تَعَالَكَ بِرَاعِمْ جَنْدَسْ</p> <p>سَوْمًا قَلَّ بَدَّ عَدِيدًا تَعَالَكَ عَنْ شَبَحْ</p> <p>وَنَحْنُ نَسْ أَمَّ عَمَّ سَوْمًا قَلَّ فَبَرَّ عَنْ فَرَاكْ</p> </div>	<b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b>  <b>CC8.2:</b> Explain ideas in a clear order with relevant detail using structure speech
	<b>B9/JHS3.3.4.2. 2.</b> Show awareness and appreciation of points of view of a literary narration and characterisation.  <b>Exemplars:</b>  Identify the point of view of the narration and characterisation by answering the following: <ul style="list-style-type: none"> <li>- How does the passage make you react or think about any characters or events within the</li> </ul>	<b>CP5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument

	<p>narrative?</p> <ul style="list-style-type: none"> <li>- Who speaks in the passage? To whom does he or she speak?</li> </ul>	
	<p><b>B9/JHS3.3.4.2.3.</b> Show awareness and appreciation of the author’s manipulation of words to give literal or allegorical meaning.</p> <p>Exemplars:</p> <p>Identify the objects, colours, animals, or plants that serve other purposes other than their original role in the text.</p>	<p><b>CP5.6: Demonstrate</b> a thorough understanding of a generalised concept and facts specific to task or situation</p>

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**STRAND: B9/JHS3.4 Writing**  
**SUB-STRAND: B9/JHS3.4.1 Writing and Calligraphy (Al-Khatt)**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B9/JHS3.4.1.1</b> Learner demonstrates knowledge of applicable writing rules in Arabic syntactic structures.	<b>B9/JHS3.4.1.1.1.</b> Demonstrate awareness of the rules for writing word-initial hamza (ء) in the Arabic text. <b>Exemplars:</b> <b>Exemplars:</b> <ol style="list-style-type: none"> <li>Explain the rules for writing hamza (ء) at the beginnings of the following nouns: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>امرأة</div> <div>الذئبت</div> <div>اسم</div> <div>ابن</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>أحمد</div> <div>أنت</div> <div>إسرائيل</div> <div>أسماءة</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>أبو يونس</div> <div>إله</div> <div>أبلة</div> <div>أنان</div> </div> </li> <li>Explain the rules for writing hamza (ء) in the following verbs: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>أحسند</div> <div>الذئب</div> <div>الغالب</div> <div>اسم ع</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>الأكسر</div> <div>القطر</div> <div>اسم قبل</div> <div>اسم خـ</div> </div> </li> </ol>	<b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b>  <b>CC7.1:</b> Identify words or sentences in context appropriately
	<b>B9/JHS3.4.1.1.2.</b> Demonstrate awareness of the rules for writing word-medial hamza (ء) in the Arabic text. <b>Exemplars:</b> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>طائرة</div> <div>سيرة</div> <div>سيرة</div> <div>سيرة</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>سيرة</div> <div>سيرة</div> <div>سيرة</div> <div>سيرة</div> </div>	<b>CP6.7:</b> Implement strategies with accuracy
	State the rules that determine how hamza is written in word-medial position in the following groups: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>سيرة</div> <div>سيرة</div> <div>سيرة</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>سيرة</div> <div>سيرة</div> <div>سيرة</div> </div>	





**STRAND: B9/JHS3.4 Writing**  
**SUB-STRAND: B9/JHS3.4.2 COMPOSITION**

Content Standard	Indicators and Exemplars	Core Competencies
<b>B9/JHS3.4.2.1</b> Learner demonstrates knowledge in the use of appropriate style in composition.	<p><b>B9/JHS3.4.2.1.1.</b> Show writing skill in simple compositions, including a dialogue, formal and informal essays.</p> <p><b>Exemplars:</b></p> <p>Pick a topic and write a 100-word informal essay taking into consideration the following factors:</p> <p>Context, Sentences, Language, Voice, Interjections, Personal pronoun, Tone.</p>	<p><b>Communication and Collaboration (CC), Cultural identity and Global citizenship (CG), Critical thinking and Problem solving (CP)</b></p>
	<p><b>B9/JHS3.4.2.1.2.</b> Demonstrate the ability to recognise formal and informal texts in correspondence.</p> <p><b>Exemplars:</b></p> <p>1. Identify the following types of informal letters:</p> <p style="text-align: right;">تقویرل ئللس اارو قېص خئلل ائلس ار</p> <p style="text-align: right;">:قص لئلا لئلس ار</p> <p style="text-align: right;">دودارو تادعول ائلس ار</p>	<p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</p>

	<p>بجانبها اطلب</p> <p>الشكر رسائل</p> <p>راذعها اطلب</p> <p>قندل اطلب</p> <p>2. Write a short letter to your teacher telling them why you would not be able to attend their class.</p> <p>3. Write a short text message to your friends inviting them to your house for lunch.</p>	
	<p><b>B9/JHS3.4.2.1.3.</b> Demonstrate the ability to recognise formal texts and informal correspondence.</p> <p>Exemplars:</p> <p>1. Identify the following types of formal letters:</p> <p>رسالة لطلب</p> <p>رسالة العمل</p> <p>رسالة لطلب</p> <p>رسالة العمل</p> <p>رسالة لطلب</p> <p>رسالة العمل</p> <p>2. Write a short formal letter to your school to thank the management for promoting good discipline in the school.</p> <p>3. Write a short petition to your local authority asking them to address a sanitation problem.</p>	<p><b>CC7.1:</b> Identify words or sentences in context appropriately</p>
	<p><b>B9/JHS3.4.2.1.4.</b> Show preliminary writing skills in a targeted text format, including prose, poetry and drama.</p> <p>Exemplars:</p>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p>

	<p>Demonstrate writing skills in writing effective essays of various types to a reader.</p> <ol style="list-style-type: none"> <li>1. Write a narrative essay to narrate an incident or a story you witnessed.</li> <li>2. Write a descriptive essay to describe a place, an object or an event.</li> </ol>	
<p><b>B9/JHS3.4.2.2.</b> Learner shows knowledge of the process of developing and sequencing ideas and information in a content.</p>	<p><b>B9/JHS3.4.2.2.1.</b> Show writing skills in a targeted text format, such as prose, poetry and drama</p> <p><b>Exemplars:</b></p> <p>Demonstrate writing skills in effective essay writing of various types.</p> <ol style="list-style-type: none"> <li>1. Write an expository essay based on facts, statistics, examples, etc.</li> <li>2. Write a persuasive essay to not only present facts but to convince the reader of your point of view.</li> </ol>	<p><b>Communication and Collaboration (CC), Critical thinking and Problem solving (CP)</b></p>
		<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using structure speech</p> <p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation.</p>

**STRAND: B9/JHS3.4 Writing**  
**SUB-STRAND: B9/JHS3.4.3 Creative Writing**

Content Standard	Indicators and Exemplars	Core Competencies						
B9/JHS3.4.3.1 Learner demonstrates the ability to organise ideas logically and fluently in order to write coherent texts.	<p><b>B9/JHS3.4.3.1.1.</b> Show good skills in planning an essay, drafting, editing and revision.</p> <p><b>Exemplars:</b></p> <p>Give the general outline or structure of your essay by writing ten sentences comprising of the following:</p> <table><tr><td>The Introduction</td><td>الرقـد</td></tr><tr><td>The main body</td><td>الارض موف</td></tr><tr><td>The conclusion</td><td>اخلاصة</td></tr></table>	The Introduction	الرقـد	The main body	الارض موف	The conclusion	اخلاصة	<p><b>Creativity and Innovation (CI), Critical thinking and Problem solving (CP)</b></p> <p><b>CP5.4:</b> Generate hypothesis to help answer complex problems</p> <p><b>CI6.4:</b> Imagining and seeing things in a different way</p>
	The Introduction	الرقـد						
The main body	الارض موف							
The conclusion	اخلاصة							
	<p><b>B9/JHS3.4.3.1.2.</b> Demonstrate the ability to select quotations that are relevant to an idea and incorporate them in a simple written prose.</p> <p><b>Exemplars:</b></p> <p>1. Write an essay on the environment and incorporate the following quotations:</p> <p>اعني شيعي نيليا نكايلا ابن عاردا لـ ضناً املك غصلا اليكوكل عجل س بكم نكايلا لى ع فظا علايش علل مملأ عيلار</p>	<p><b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation</p>						

## APPENDICES

### APPENDIX I: CORE COMPETENCIES AND SUBSKILLS OF THE COMMON CORE PROGRAM (CCP)

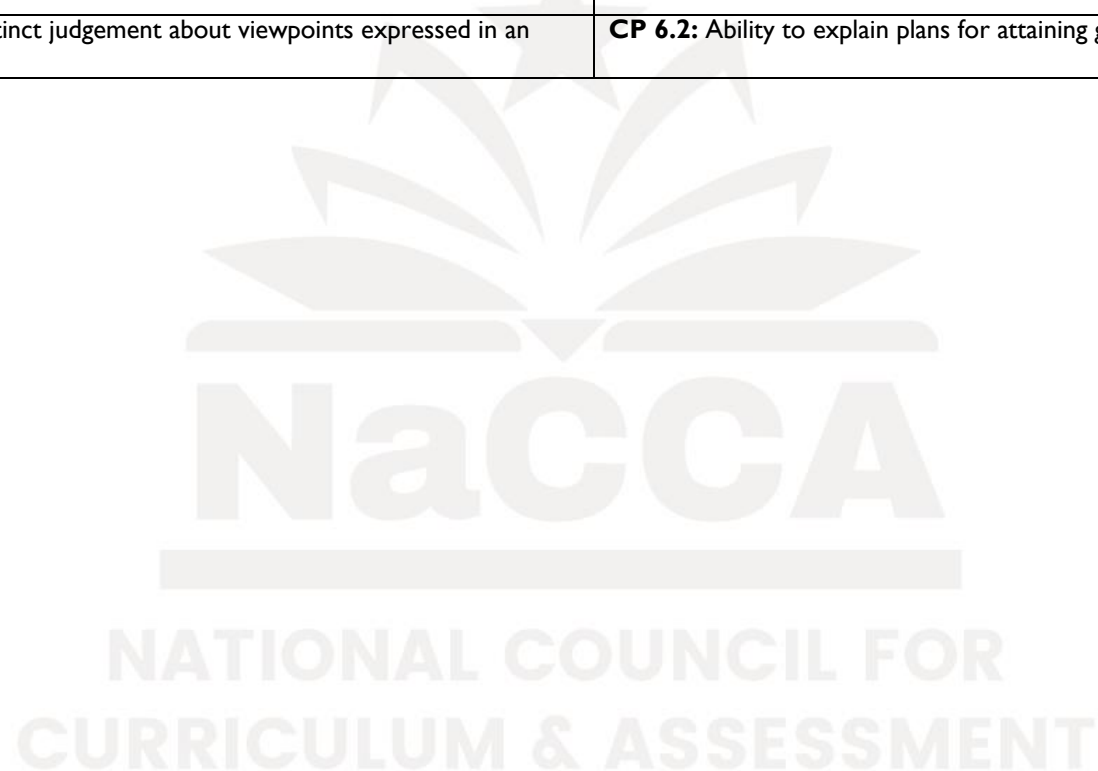
#### 1. COMMUNICATION AND COLLABORATION (CC)

B7/JHS I- B9/JHS 3		
<b>CC7: LISTENING</b>	<b>CC8: PRESENTING</b>	<b>CC9: TEAMWORK</b>
<b>CC7.1:</b> Identify words or sentences in context appropriately	<b>CC8.1:</b> Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group	<b>CC9.1:</b> Demonstrate behaviour and skills of working towards group goals
<b>CC7.2:</b> Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech	<b>CC9.2:</b> Understand and use interpersonal skills
<b>CC7.3:</b> Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication	<b>CC8.3:</b> Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes	<b>CC9.3:</b> Understand roles during group activities
<b>CC7.4:</b> Identify underlying themes, implications and issues when listening	<b>CC8.4:</b> Anticipate different responses from the audience and plan for them	<b>CC9.4:</b> Help group work on relevant activities
<b>CC7.5:</b> Identify and analyse different points of views of speaker	<b>CC8.5:</b> Vary the level of detail and the language used when presenting to make it appropriate to the audience	<b>CC9.5:</b> Appreciate the importance of including all team members in discussions and actively encourage contributions from them
		<b>CC9.6:</b> Ability to work with all group members to complete a task successfully
		<b>CC9.7:</b> Effectively perform multiple roles within the group
		<b>CC9.8:</b> Demonstrate an awareness of the wider team dynamics and work to minimise conflicts in the team

#### 2. CRITICAL THINKING AND PROBLEM SOLVING (CP)

B7/JHS I- B9/JHS 3	
<b>CP5: CRITICAL THINKING</b>	<b>CP6: PROBLEM SOLVING</b>

<b>CP 5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion	<b>CP 6.1:</b> Ability to effectively define goals towards solving a problem
<b>CP 5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument	<b>CP 6.2:</b> Ability to explain plans for attaining goals



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<b>CP 5.3:</b> Create simple logic trees to think through problems	<b>CP 6.3:</b> Identify important and appropriate alternatives
<b>CP 5.4:</b> Generate hypothesis to help answer complex problems	<b>CP 6.4:</b> Ability to identify important and appropriate criteria and use them to evaluate available alternatives
<b>CP 5.5:</b> Effectively evaluate the success of solutions used in an attempt to solve a complex problem	<b>CP 6.5:</b> Ability to select alternative(s) that adequately meet selected criteria
<b>CP 5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation	<b>CP 6.6:</b> Preparedness to recognise and explain results after implementation of plans
<b>CP 5.7:</b> Provide new insight into controversial situation or task	<b>CP 6.7:</b> Implement strategies with accuracy
<b>CP 5.8:</b> Identify and prove misconceptions about a generalised concept or fact specific to a task or situation	
<b>CP 5.9:</b> Identify and explain a confusion, uncertainty, or a contradiction surrounding an event	
<b>CP 5.10:</b> Develop and defend a logical plausible resolution to a confusion, uncertainty or contradiction surrounding an event	

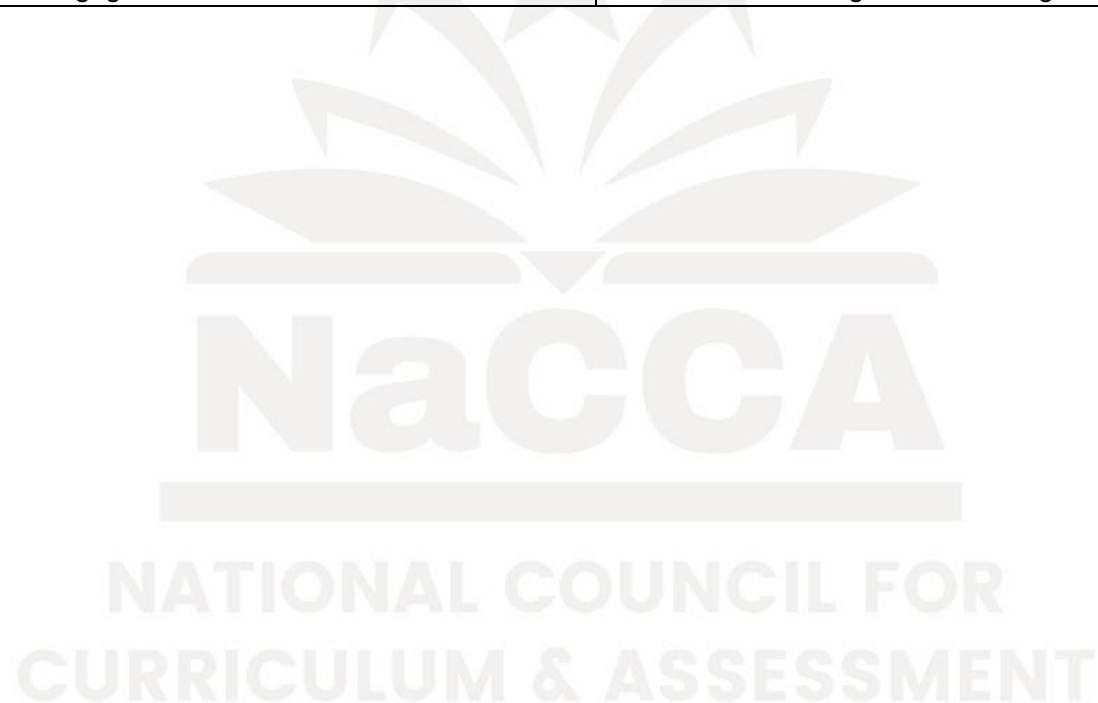
### 3. PERSONAL DEVELOPMENT AND LEADERSHIP (PL)

B7/JHS I- B9/JHS 3	
<b>PL5: PERSONAL DEVELOPMENT</b>	<b>PL6: LEADERSHIP</b>
<b>PL5.1:</b> Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations	<b>PL6.1:</b> Ability to serve group members effectively
<b>PL5.2:</b> Demonstrate a sense of belongingness to a group	<b>PL6.2:</b> Division of tasks into solvable units and assigning group members to task units
<b>PL5.3:</b> Recognise one's emotional state and their preparedness to apply emotional intelligence	<b>PL6.3:</b> Ability to manage time effectively
<b>PL5.4:</b> Ability to understand one's personality traits	<b>PL6.4:</b> Ability to manage and resolve conflicts
<b>PL5.5:</b> Desire to accept one's true self and overcome weaknesses	<b>PL6.5:</b> Ability to monitor team members to ascertain progress
<b>PL5.6:</b> Ability to set and maintain personal standards and values	<b>PL6.6:</b> Ability to mentor peers
	<b>PL6.7:</b> Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others
	<b>PL6.8:</b> Actively assist group identify changes or modifications necessary in the group activities and work towards carrying out those changes

### 4. CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)

B7/JHS I-
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B9/JHS 3	
<b>CG5: CULTURAL IDENTITY</b>	<b>CG6: GLOBAL CITIZENSHIP</b>
<b>CG5.I:</b> Show a strong sense of belongingness to one's culture	<b>CG6.I:</b> Understanding of influences of globalisation on traditions, languages and



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	cultures
<b>CG5.2:</b> Develop and exhibit ability to defend one's cultural beliefs, practices and norms	<b>CG6.2:</b> Recognise resistance to global practices that are inimical to our culture
<b>CG5.3:</b> Develop and express respect, recognition and appreciation of others' cultures	<b>CG6.3:</b> Know the global discourse about the roles of males and females
<b>CG5.4:</b> Develop and exhibit a sense of cultural identity	<b>CG6.4:</b> Exhibit a sense of nationality and global identity
<b>CG5.5:</b> Adjust to the demands of customs, traditions, values and attitudes of society	

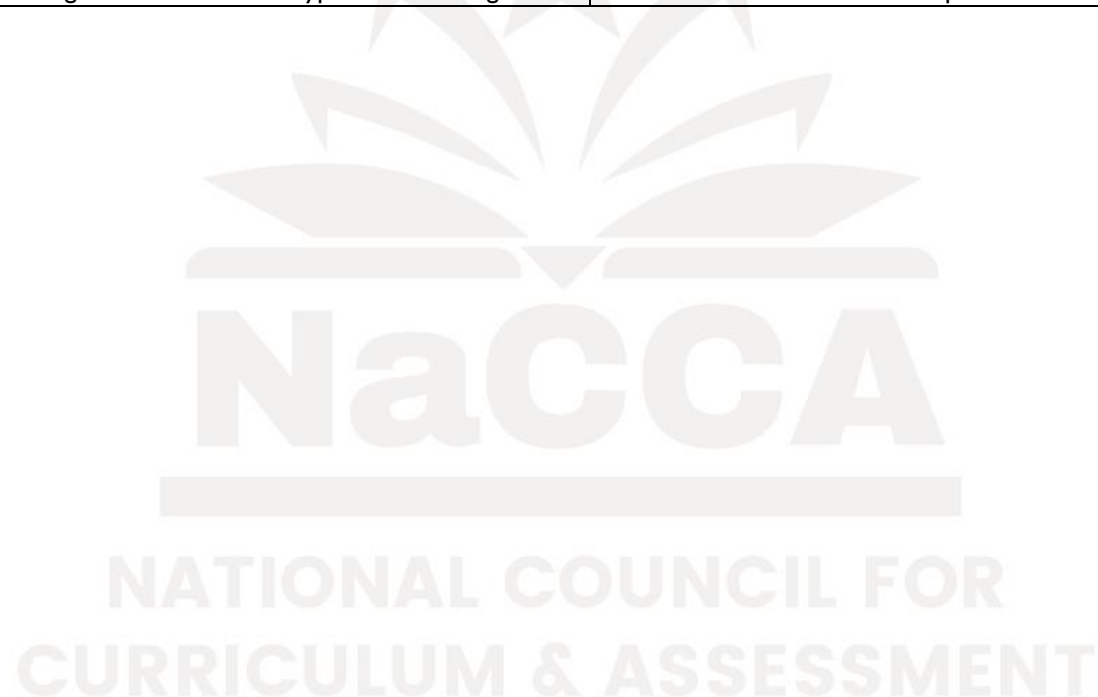
## 5. CREATIVITY AND INNOVATION (CI)

B7/JHS I- B9/JHS 3	
<b>CI5: KNOWLEDGE, UNDERSTANDING, SKILLS AND STRATEGIES</b>	<b>CI6: REFLECTION AND EVALUATION</b>
<b>CI 5.1:</b> Examine alternatives in creating new things	<b>CI 6.1:</b> Exhibit strong memory, intuitive thinking, and respond appropriately
<b>CI 5.2:</b> Ability to merge simple/complex ideas to create novel situations or things	<b>CI 6.2:</b> Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used
<b>CI 5.3:</b> Identification of requirements of a given situation and justification of more than one creative tool that will be suitable	<b>CI 6.3:</b> Ability to select the most effective creative tools for work, and give reasons for the choice
<b>CI 5.4:</b> Ability to visualise alternatives, see possibilities, and identify problems and challenges	<b>CI 6.4:</b> Imagining and seeing things in a different way
<b>CI 5.5:</b> Ability to try new alternatives and different approaches	<b>CI 6.5:</b> Anticipate and overcome difficulties relating to taking initiatives
<b>CI 5.6:</b> Understand and use analogies and metaphors	<b>CI 6.6:</b> Being open-minded, adapting and modifying ideas to achieve creative results
<b>CI 5.7:</b> Putting forward constructive comments, ideas, explanations and new ways of doing things	<b>CI 6.7:</b> Look and think about things differently and from different perspectives
	<b>CI 6.8:</b> Recognise and generalise information and experience; search for trends and patterns
	<b>CI 6.9:</b> Interpret and apply learning in new contexts
	<b>CI 6.10:</b> Reflect on work and explore the thinking behind thoughts and processes

## 6. DIGITAL LITERACY (DL)

B7/JHS I- B9/JHS 3	
<b>DL5: PHOTO-VISUAL AND INFORMATION LITERACY</b>	<b>DL6: SOCIO-EMOTIONAL AND REPRODUCTION LITERACY</b>
<b>DL5.1:</b> Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem	<b>DL 6.1:</b> Understand the sociological and emotional aspects of cyberspace

<b>DL5.2:</b> Ability to recognise and avoid traps in cyberspace	<b>DL 6.2:</b> Create a meaningful and original piece of work, or its interpretation by integrating existing information
<b>DL5.3:</b> Ability to find and utilise digital content	<b>DL6.3:</b> Use digital tools to create novel things
<b>DL5.4:</b> Ability to construct knowledge from a non-linear hyper-textual navigation	<b>DL6.4:</b> Adhere to behavioural protocols that prevail in cyberspace



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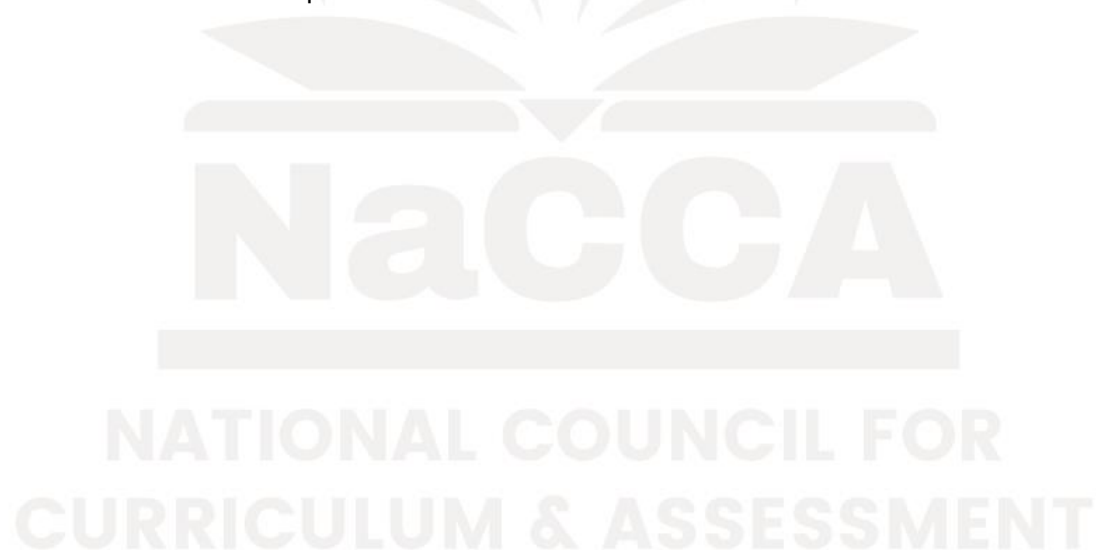
<b>DL5.5:</b> Evaluate the quality and validity of information	<b>DL6.5:</b> Recognition of societal issues emanating from the use of digital technologies
<b>DL5.6:</b> Preparedness to make better decisions using available information	<b>DL6.6:</b> Knowledge and recognition of ethical use of information

**Please note these inclusivity issues**

The core competencies outlined in this document must be assessed taking into consideration learners with special needs (physical disabilities, learning disabilities, etc.).

Consider the use of realia for visual and visually challenged learners.

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



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