



THE REPUBLIC OF UGANDA  
Ministry of Education and Sports

# ADVANCED SECONDARY CURRICULUM



## ARABIC LANGUAGE SYLLABUS



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

2025



**ADVANCED SECONDARY  
CURRICULUM**

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**ARABIC LANGUAGE  
SYLLABUS**

**2025**



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## FOREWORD

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), aligned the Advanced Level Curriculum with the competency-based Lower Secondary Curriculum (LSC) to ensure a smooth learner transition from lower secondary to advanced level.

The two-year aligned Advanced Secondary Curriculum adopted learner-centered approaches, inquiry-based, and discovery methods. The learning outcomes give the learner hands-on experiences in real-life situations while being cognizant of different learner abilities and learning styles. The syllabus focuses on assessment for learning with emphasis on criterion-referenced assessment. It further provides learners with the opportunity to enhance the 21st-century skills and values that were acquired at the lower secondary level.

This Arabic language syllabus promotes learner's application of the knowledge of Arabic language and cultural awareness to solve the problems in their communities in terms of business, work, education, leisure, travel, tourism, hospitality and diplomatic relations in and outside our country. It promotes acquisition of Higher-order Thinking Skills (HOTS) such as inquiry, creativity and innovation, decision-making, critical thinking and problem solving. It calls for use of learner-centred pedagogies with hands-on experience by the learners in real-life situations, while acknowledging different learners' abilities and learning styles.

As the Minister responsible for education, I endorse this syllabus as the official document for teaching and learning Arabic at the Advanced Level of secondary education in Uganda.



Hon. Janet Kataaha Museveni

**First Lady and Minister of Education & Sports**

## ACKNOWLEDGEMENTS

The National Curriculum Development Centre (NCDC) is indebted to the Government of Uganda for financing the alignment of the Advanced Level Curriculum to Lower Secondary Education in Uganda.

Our gratitude goes to the Ministry of Education and Sports for overseeing the adaptation of the curriculum, the Curriculum Task Force of the Ministry of Education and Sports for the oversight role and making timely decisions whenever necessary, and members of the public who made helpful contributions towards shaping this curriculum.

NCDC is also grateful to Members of Parliament, schools, universities, and other tertiary institutions, the writing panels, and professional bodies, for their input in the design and development of the Adapted A level curriculum. To all those who worked behind the scenes to finalise the adaptation process of this teaching syllabus, your efforts are invaluable.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or on the Website: [www.ncdc.go.ug](http://www.ncdc.go.ug)



Dr Grace K. Baguma

Director

**National Curriculum Development Centre**



## 1.0 INTRODUCTION

The Advanced Secondary Curriculum has been aligned with the Lower Secondary competency-based model for ease of progression of learners from the Lower to Advanced Secondary Level. The alignment is a result of the analysis of the Advanced Level Curriculum published in 2013, to determine whether the content is:

- i) appropriate,
- ii) high pitched or overload,
- iii) covered at lower secondary,
- iv) obsolete or
- v) repeated in different topics and redundant.

The results from the curriculum analysis revealed that there were overlaps of concepts with what was covered at the Lower Secondary, as well as concepts within different topics of the same subject. In addition, a number of syllabuses had content that is no longer necessary for today's contemporary society and the 21st century.

### 1.1 Changes to the Curriculum

The alignment of the A -Level Curriculum to that of the Lower Secondary led to changes in the pedagogies of learning from a knowledge- and objective-based, to an integrated and learner-centred competency-based approach. The adapted syllabus, therefore, is a result of rationalising, integrating, and merging content with overlaps and similar skills, dropping topics that had been studied at Lower Secondary, or are no longer critical and relevant for the current learning needs, while upgrading those that were of low competencies to match with the advanced level. The programme planner details the learning progression derived from the learning outcomes. The detailed syllabus section unfolds the learning experiences with corresponding assessment strategies.

This Arabic syllabus is part of the Advanced Secondary Curriculum. The teacher is encouraged to read the whole syllabus before planning your teaching programme, since many topics have been merged, upgraded, or removed. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from the Lower Secondary Level, adapting topics and content with familiar features that are of value to the learner and society. In addition, the process of developing this syllabus document removed what was considered obsolete, high pitched as well as content overlaps and overloads..

## 1.2 Classroom Based Assessment

This syllabus requires classroom learning to be experiential, through the suggested learning activities for the acquisition of the learning outcomes. This is the gist of a learner-centred and activity-based approach to learning, which emphasises the acquisition of required competencies. Formative assessment in Arabic Language will focus on the acquisition of knowledge and skills, through performance of the learning activities. The learning activities sprout from the learning outcomes, which are evidenced by acquiring and demonstrating the application of the desired skills, to show that learning has taken place. The sample assessment strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on the same principles of observation, conversation, and product, for the acquisition of the desired knowledge, skills, values, and attitudes. **(See detailed syllabus)**

## 1.3 Learners with Special Educational Needs (SEN)

The Adapted A-level Curriculum is designed to empower all learners, including those with Special Educational Needs (SEN), to reach their full potential and contribute meaningfully to the nation. By incorporating inclusive strategies, the curriculum ensures equitable access to high-quality learning opportunities, while maintaining high academic standards. It emphasises creating an inclusive learning environment that supports the diverse needs of learners with SEN, enabling them to succeed alongside their peers.

## 1.4 Generic Skills

Generic skills are embedded within all subjects and are essential for learning and workforce readiness. These skills enable learners to engage with the entire curriculum effectively and prepare them for lifelong learning. These skills equip learners with the ability to adapt to change and navigate life's challenges in the 21st century.

**The key generic skills include:**

# 1

### Critical thinking and problem-solving

- i) Planning and carrying out investigations
- ii) Sorting and analysing information
- iii) Identifying problems and proposing solutions
- iv) Predicting outcomes and making reasoned decisions
- v) Evaluating different solutions

### Co-operation and Self-Directed Learning

- i) Working effectively in diverse teams
- ii) Interacting effectively with others
- iii) Taking responsibility for own learning
- iv) Working independently with persistence
- v) Managing goals and time

# 2

# 3

### Creativity and Innovation

- i) Using imaginations to explore possibilities
- ii) Working with others to generate ideas
- iii) Suggesting and developing new solutions
- iv) Experimenting with innovative alternatives
- v) Looking for patterns and making generalisation

### Communication

- i) Listening attentively and with comprehension
- ii) Talking confidently and explaining ideas/opinions clearly
- iii) Reading accurately and fluently
- iv) Writing and presenting information coherently
- v) Using a range of media to communicate ideas

# 4

# 5

### Mathematical Computation

- i) Using numbers and measurements accurately
- ii) Interpreting and interrogating mathematical data
- iii) Using mathematics to justify and support decisions

### Information and Communication Technology (ICT) Proficiency

- i) Using technology to create, manipulate and process information
- ii) Using technology to collaborate, communicate and refine work

# 6

# 7

### Diversity and Multicultural Skills

- i) Appreciate cultural diversity
- ii) Respectfully responding to people of all cultures
- iii) Respecting positive cultural practices
- iv) Appreciating ethnicity as a cradle for creativity and innovation

### 1.5 Cross-cutting Issues

These are issues which young people need to learn about, and are not confined to a particular subject, but are studied across subjects. They help learners to develop an understanding of the connections between the subjects and the complexities of life as a whole. They are:

- i) environmental awareness,
- ii) health awareness,
- iii) life skills,
- iv) mixed abilities and involvement,
- v) socio-economic challenges and
- vi) citizenship and patriotism

These are a concern to all humankind irrespective of their areas of specialty. They are infused in the different learning outcomes of the different subjects.

### 1.6 Values

The curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. Learners need to base themselves on these values as citizens of Uganda. These values are derived from the Uganda National Ethics and Values Policy of 2013. They are:

- i) respect for humanity and environment,
- ii) honesty, uphold and defend the truth at all times,
- iii) justice and dealing with others,
- iv) hard work for self-reliance,
- v) integrity; moral uprightness and sound character,
- vi) creativity and innovation,
- vii) social responsibility,
- viii) social harmony,
- ix) national unity,
- x) national consciousness and patriotism.

These are not taught directly in lessons, nor are they assessed by pen and paper. However, they are incorporated in some learning outcomes and are developed as learners progress.

### 1.7 ICT Integration

The use of ICT tools in teaching and learning while implementing this Adapted Curriculum is highly encouraged. Use of technology in teaching and learning is essential for the implementation of any Competency-based Curriculum because they encourage high levels of learner engagement, creativity, and lifelong learning. Teachers are encouraged to use ICT tools to generate interactive content, such as digital simulations and videos that will bring abstract topics to life. Blended learning methodologies can be used with ICT platforms such as Google Classroom, Zoom, Microsoft Teams, or Google Docs to enhance collaboration and deliver customised feedback. Using ICT for teaching and learning will not only enhance the learning experience, but will also provide learners with critical digital skills for the twenty-first century.

Utilise language learning apps and software to provide additional practice and reinforcement. Apps like Duolingo, Memorise, and Rosetta Stone can be helpful. Provide access to online resources, such as language learning websites, podcasts, and YouTube channels, for supplementary learning. ICT teachers should endeavour to assist other subject teachers in making the ICT integration process a reality. The table below shows a sample of suggested ICT tools that may be applied to given tasks.

Sample Task in the Syllabus	Suggested ICT Tool
Fieldwork	Use of cameras to take photos and record videos
Locate places on a map	Use digital maps such as Google Maps or an equivalent application.
Presentation in class	Use presentation applications or online presentation tools like Canva
Search for keywords and meanings	Use an online dictionary or search online
Make drawing/graphics	Use drawing tools like Draw.io or publishing software/Word processor
Roleplay, narrations	Use audio and video recordings
Demonstrations	Use audio/video recordings, models, simulations, or virtual labs
Analyse and present data	Use spreadsheet software or any other analytics tools
Group discussions	Mind mapping software
Search for extra reading materials	Download files from the Internet from academic Databases
Writing equations and formulae	Use equation editors like MathType
Carry out academic search/research	Use the Internet, AI models, and other academic applications like "Encarta", "Britannica", etc.
Collaborate with others across the world	Form learning networks with blogs, social media, emails, and videoconferencing tools like Zoom, MS Teams, Webex, Google Meet or any other networking application.

### 1.8 Projects

Projects and Project-based Learning are part and parcel of learning in the 21<sup>st</sup> Century. A number of projects have been integrated in the syllabus for different topics. These are but samples. You are encouraged to develop more projects with your learners that can easily be linked to what is happening in your local environment. While doing this, make effort to keep aligned to the learning outcomes of the topic you are teaching. Assign projects that require students to research and present on topics related to Arabic culture, history, or current events.

### 1.9 The Aims of Secondary Education

The aims of secondary education in Uganda are to:

- i) instill and promote national unity, an understanding of the social and civic responsibilities, strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international co-operation;
- ii) promote an appreciation and understanding of the cultural heritage of Uganda, including its languages;
- iii) impart and promote a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative;
- iv) enable individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- v) provide up-dated and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socio-economic development of Uganda;
- vi) enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- vii) enable individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;
- viii) lay the foundation for further education;
- ix) enable the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community;
- x) instill positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities; and
- xi) develop a positive attitude towards learning as a lifelong process.

### 1.10 Aims of the Advanced Secondary Curriculum

- i) To adopt a Competency-based Learning Approach.
- ii) To develop a holistic education for personal and national development based on clear shared values.
- iii) To develop key skills which are essential to work and life-long learning.
- iv) To adopt an integrated approach to learning that develops the ability of learners to apply learning.
- v) To improve on assessments by incorporating School-based Assessment into End of Cycle Assessment.

- vi) To emphasise learners' participation through engagement with the community.
- vii) To prepare them for further education

### 1.11 The Rationale for Teaching Arabic Language at A-level

The Advanced level curriculum of Arabic Language enables learners develop capacity to:

- i) communicate with people in neighbouring countries and around the world,
- ii) understand the culture and traditions of their own and other countries,
- iii) appreciate the richness of diversity in the world,
- iv) widen horizons, opportunities,
- v) raise aspirations and enable young people to become global citizens,
- vi) improve their proficiency in Arabic Language to help the nation extend its participation in the global economy and
- vii) learn Arabic language, provide a wider communication base and increase their job opportunities beyond the borders.

### 1.12 Subject Overview

Overarching competences to achieve include:

- i) **Language proficiency:** Enhance learners' abilities to communicate effectively in Arabic grammar, morphology, and composition.
- ii) **Literary appreciation:** Introduce learners to significant works of Arabic literature from various historical periods, to cultivate a deep appreciation for the literary arts.
- iii) **Critical thinking:** Develop learners' skills in comprehension, summary, and translation, enabling them to critically engage with texts and articulate their insights.
- iv) **Cultural awareness:** Provide a thorough understanding of the cultural and historical contexts of Arabic literature, highlighting the contributions of key figures and movements.

The areas of study have been re-organised within the syllabus to come up with the adapted version. The subject areas of study are:

- i) **Grammar, morphology, and composition:** which focuses on the foundational elements of Arabic language, including the study of declinable and indeclinable nouns, verbs, inflections, and the application of morphological rules.
- ii) **Comprehension, summary, and translation:** Emphasizing the development of reading comprehension skills, the ability to summarise texts, and the principles of translation.

**Arabic Literature:** Covers the major eras of Arabic literature from the pre-Islamic period to the modern era, exploring both prose and poetry.

### 1.13 Time Allocation

Learners shall be engaged for eight (8) periods of 40 minutes each week from Senior Five to Senior Six.

### 1.14 Suggested Approaches to Teaching Arabic Language

Teaching Arabic at Advanced Level involves building on foundational skills and focusing on more complex language structures and practical communication. Here are some suggested strategies:

#### Language Skills Development

**Reading and writing:** Introduce more complex texts, such as short stories, articles, and essays. Encourage learners to write simple, longer paragraphs on familiar topics.

**Listening and speaking:** Use audio and video materials such as; news clips, interviews, and podcasts to improve listening comprehension. Engage learners in discussions, debates, and presentations to enhance speaking skills.

#### Grammar and Vocabulary

**Grammar:** Teach intermediate grammar structures, such as verb conjugations, tenses, and sentence structures. With a focus on the use of prepositions and relative clauses.

**Vocabulary:** Expand vocabulary related to everyday life, work, and social situations. Use thematic units such as; health, education, and travel to introduce new words and phrases.

#### Cultural Context

**Cultural immersion:** Continue to integrate cultural elements into lessons. Teach about Arabic literature, music, traditions, and social norms.

**Authentic materials:** Use authentic materials such as; newspapers, magazines, and television to expose learners to real-life language use and cultural nuances.

#### Interactive and Communicative Approach

**Communicative activities:** Focus on communicative activities that encourage interaction and practical language use. These include role-playing, group discussions, and language games.

#### Assessment and Feedback

**Regular assessments:** Conduct regular assessments to monitor progress and identify areas for improvement. This can be done by use of quizzes, tests, and oral exams.

**Feedback and support:** Provide constructive feedback and support to help learners improve. Offer one-on-one tutoring or study groups for additional assistance.



### 1.15 Programme Planner

Class/Term	Topic	Sub-Topic	Periods	
Senior Five Term 1	Grammar (النحو)	1.1	The Five Verbs  (الأفعال الخمسة)	04
		1.2	Al-Af'ál W'al-Hurúf Al-Násikhah  (الأفعال والحروف الناسخة)  Kaana, and inna, wa-akhuwaatuhah  (كان، وأن وأخواتها)	08
		1.3	-and Al النداء Appeals (Al-Nidaa-u Articles, ) - الاستغاثة is'tigháthah Circumstances and Rules of Appeal -and Al حروف النداء (Hurúf Al-Nidaae الاستغاثة Is'tigháthah	08
		1.4	Adverb of Manner: Al-Hál  الحال	14
		1.5	Exclamation\ Al-ta'ajjub  (التعجب)	14
Senior Five Term 2	Morphology  (الصرف)  #	2.1	Application of Morphology  تطبيق علم الصرف (Alswarf)	06
		2.2	Morphological Patterns  الأوزان الصرفية الثلاثية  (Al-au'zán Al-Swar'fiyyah)	06
		2.3	Derivatives of the Roots (Mush'taqqát Al-Af'ál)  مشتقات الأفعال	08
	Comprehension  #المطالعة  #	3.1	Written Comprehension  (Almutwála'h) المطالعة	06
		3.2	Parts of Comprehension	04

		أجزاء المطالعة		
	Composition الإنشاء	4.1	Introduction to Composition مقدمة عن الإنشاء (Alinsha')	04
		4.2	Rules of Writing an Essay قواعد الإنشاء	04
	Arabic Literature الأدب العربي #	5.1	Introduction to Arabic Literature مقدمة عن الأدب العربي	12
		5.2	The Six Eras of Arabic Literature مقدمة عن العصور الستة للأدب العربي	
Prose (النثر)	6.2	<ul style="list-style-type: none"> <li>• عبد المطلب بن هاشم</li> <li>• ذو الإصبع العدواني في طريق السيادة والشرف</li> </ul>	14	
	6.3	الحكم والأمثال Idioms and Proverbs  الحكم: - شر الملوك من خافه البريء - آخر الدواء الكي - خير الأعوان من لم يراء بالنصيحة الأمثال: - قطعت جبهة قول كل خطيب - جزاء سنمار - ما يوم حليلة بسر - أعط القوس باريها		
Poetry # الشعر #	7.1	الخنساء ('Al-Khansa)	08	
	7.2	كعب بن زهير (Ka'b bin Zuhair)	08	
	7.3	البحثري (Al-Buh'turi)	08	
	7.4	أحمد شوقي (إلى الشباب) (Ahmad Shauqi)	08	
<b>Senior Five</b>	Summary	8.1	Introduction to Summary	12

Term 3	التلخيص		مقدمة عن التلخيص	
		8.2	Textual Analysis خطوات التلخيص	12
		8.3	Summary Application تطبيق التلخيص	12
	Translation الترجمة	9.1	Introduction to Translation مبادئ الترجمة	06
		9.2	Types of Translation أنواع الترجمة	10
		9.3	Methods of Translation طرق الترجمة	12
	Poetry II الشعر	10.1	الخنساء (Al-Khansa')	08
		# 10.2	كعب بن زهير (Ka'b bin Zuhair)	08
		10.3	البحراني (Al-Buh'turi)	08
		10.4	أحمد شوقي (إلى الشباب) (Ahmad Shauqi)	08
Senior Six Term 1	Grammar II #(النحو)	11.1	التوكيد (Al-Tawkid) • أنواع نون التوكيد (الثقيلة والخفيفة) • شروط إلحاق نون التوكيد بالأفعال • دلالة نون التوكيد	12
		11.2	Conditional Articles (Adawaat Al-sharut) أدوات الشرط • أدوات الشرط الجازمة • أدوات الشر غير الجازمة أدوات شرط خاصة بأساليب معينة	12
		11.3	Exceptions (Al-is'tithinā) الاستثناء	06

			<ul style="list-style-type: none"> <li>• أركان الاستثناء</li> <li>• أنواع الاستثناء</li> <li>• حالات إعراب المستثنى</li> </ul> <p>الأدوات المستخدمة في الاستثناء</p>	
Arabic Literature Islamic Era – Prose	12.1	Prophet Muhammad (PBUH)	<ul style="list-style-type: none"> <li>• محمد صلى الله عليه وسلم</li> <li>• حق المسلم (الرسول صلى الله عليه وسلم)</li> </ul>	08
	12.2	Caliph Uth'man Bin Affan	<p>الخليفة عثمان بن عفان</p> <p>حكمة عن:</p> <ul style="list-style-type: none"> <li>- التواضع</li> <li>- العدل والرحمة</li> </ul>	08
	12.3	Caliph Umar Bin Khattab	<p>الخليفة عمر بن الخطاب</p> <p>رسالة عمر بن الخطاب إلى أبي موسى الأشعري</p>	08
The Abbasid Era العصر العباسي النثر Prose	13.1	Ibn Muqaffa	<p>نظام العمل لابن مقفع</p>	20
	13.2	Abdallah bin Twáhir	<p>عبد الله بن طاهر</p> <p>رسالة عبد الله بن طاهر إلى ابنه طاهر في الآداب والسياسة وحسن التدبير</p>	22
<b>Senior Six Term 2</b>	Translation الترجمة	14.1	<ul style="list-style-type: none"> <li>• أهمية ترجمة</li> <li>• أنواع الترجمة</li> <li>• ترجمة بعض النصوص من العربية إلى الإنجليزية</li> </ul> <p>ترجمة بعض النصوص من الإنجليزية إلى العربية</p>	18

	Arabic Literature The Modern Era Prose (العصر الحديث) النثر	15.1	<ul style="list-style-type: none"> <li>• <i>The Morals</i> by Mustafa Al-manfaluti • كتابة المنفلوطي عن (الخلق)</li> <li>• <i>To my Son</i> by Ahmed Amin • كتابة أحمد أمين (إلى ولدي)</li> </ul>	24
	Morphology II (الصرف)	16.1	<p>Attributive Adjective (Al-nasab)</p> <p>النسب</p> <ul style="list-style-type: none"> <li>• أهمية النسب</li> <li>• قواعد النسب</li> <li>• تغيير الصيغة عند النسب</li> <li>• النسب للأسماء الأجمية</li> <li>• النسب للقبائل والبلدان</li> </ul>	06
	The Plays المسرحية	17.1	<p>Zaid bin Harith زيد بن حارثة</p> <p>By Dr Muhammad bin Sa'd Al Dabla مسرحية زيد بن حارثة في حب رسول الله</p>	48
<b>Senior Six</b> <b>Term 3</b>	The Novel الرواية	18.1	<p>Problems of Civilization by Abdu Sawabur Shaahin عبد الصبور شاهين</p> <p>كتاب: (مشكلة الثقافة)</p>	48

	and role-play the characters of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani.	
b) analyse the themes of leadership, honour, and social values; and purposes of the prose by عبد المطلب بن هاشم ذو الإصبع العدوانى .	<p>a) In small groups, learners discuss selected excerpts from prose works of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani.</p> <p>b) In groups, learners create a character profile poster, summarising the characteristics, significance, and contributions of these figures to Arabic literature and culture.</p> <p>c) In groups, learners prepare dialogues and scenes that reflect the character of leadership and honour.</p> <p>d) In an organised role-play session, learners assume the roles of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani.</p>	<p>a) Converse with learners to assess their ability to analyse and articulate the characters' leadership qualities and honour. Provide timely feedback on their analytical depth and clarity of expression.</p> <p>b) Observe learners as they take part in the role-play, and assess their ability to depict the characters of the authors.</p>
c) analyse the rhetorical aspects الملامح البلاغية in the prose of عبد المطلب بن هاشم ذو الإصبع العدوانى, to enhance the overall communicative and sociocultural competency. (u,s,v,a)	<p>a) In groups, learners analyse rhetorical aspects in each excerpt from the selected prose excerpts of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani, such as metaphors, similes, imagery, repetition, and parallelism.</p> <p>b) In groups, learners create a detailed analysis chart highlighting the rhetorical techniques and explaining their effects on the prose. They present their findings to the class.</p> <p>c) In groups, learners write brief notes explaining how rhetoric devices enhance communication skills.</p>	<p>a) Converse with learners to assess their ability to analyse the rhetorical aspects in the prose of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani focusing on the ability to identify and explain their significance. Provide timely feedback on their analytical depth and clarity of expression.</p> <p>b) Assess learners' ability to demonstrate the significance of rhetoric devices in the prose of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani.</p>
d) explain الحكم والأمثال (idioms and	a) In groups, learners use a library or ICT to collect a range of	a) Assess learners' ability to explain idioms and apply them

## 2.0 DETAILED SYLLABUS

### Senior Five Term 1

#### Topic 1. Grammar (النحو)

**Duration:** 48 Periods

**Competency:** The learner masters fundamental grammar and structures in Arabic, constructs sentences while avoiding common grammatical errors to confidently apply essential rules.

**الكفاءة الموضوعية:** يتقن المتعلمون القواعد والتراكيب الأساسية في اللغة العربية، وبناء الجمل مع تجنب الأخطاء النحوية الشائعة، لتطبيق القواعد الأساسية بثقة

#### Regular verb (الفعل الصحيح) and irregular verb (الفعل المعتل)

#### The Five Verbs (الأفعال الخمسة)

(4 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) analyse how the five verbs (Al-af'ál Al-Kham'sah) الأفعال الخمسة are conjugated under different grammatical situations, such as الرفع (Al-raf'u), الجزم (Al-jazm) and النصب (Al-naswib). (u, s)	<p>a) In groups, learners conjugate the five verbs in different grammatical situations (الرفع، الجزم، النصب). They create a table showing the conjugations for each pronoun in the three moods.</p> <p>b) They construct sentences using the five verbs in different grammatical moods, write sentences that demonstrate the use of the five verbs in the indicative, jussive, and subjunctive moods.</p> <p>c) In groups, learners participate in role-play activities where they use the five verbs in various grammatical contexts. For example, they might give commands using the jussive mood or express wishes using the subjunctive mood.</p>	<p>a) Converse with learners as they conjugate the five verbs in different grammatical situations; as you look out for accurate and meaningful sentences.</p> <p>b) Observe learners as they role play using the five verbs. Look out for correct grammar and coherence.</p> <p>c) Evaluate the ability of learners to use the five verbs in various grammatical contexts; focusing on:</p> <p>i) correct conjugation, ii) expression and iii) fluency.</p>

<p>b) apply the rules of conjugation of the five verbs (يفعلون Yaf'alún, تفعلون Taf'alún, يفعلان Yaf'alán, تفعلان Taf'alán, تفعلين Taf'alín) in different grammatical contexts, demonstrate the ability to conjugate these verbs in sentences. (u, s)</p>	<p>a) In groups, learners create a table to conjugate the five verbs in different grammatical situations (الرفع، الجزم، النصب). The table should include columns for each verb and rows for the three moods.</p> <p>b) In groups, learners construct sentences using the five verbs in different grammatical moods. They write at least three sentences for each of the moods (الرفع، الجزم، النصب).</p> <p>c) In groups, learners participate in role-play activities where they use the five verbs in various grammatical contexts. They create dialogues that involve giving commands (jussive mood), expressing wishes (subjunctive mood), and making statements (indicative mood).</p>	<p>a) converse with learners as they conjugate the five verbs in different grammatical situations (الرفع، الجزم، النصب). Focusing on accurate use of pronoun suffixes and clear presentation.</p> <p>b) observe learners as they construct sentences using the five verbs in different grammatical contexts focusing on:</p> <ul style="list-style-type: none"> <li>i) creativity,</li> <li>ii) collaboration and</li> <li>iii) critical thinking.</li> </ul> <p>c) Evaluate the ability of learners to use the five verbs in various grammatical contexts; with a focus on:</p> <ul style="list-style-type: none"> <li>i) correct conjugation,</li> <li>ii) expression,</li> <li>iii) fluency and</li> <li>iv) grammatical accuracy.</li> </ul>
<p>c) analyse the changes that the five verbs undergo in different contexts, enhance the overall communicative and sociocultural competency. (u, s, v, a)</p>	<p>a) In groups, learners analyse the changes in the five verbs (يفعلون Yaf'alún, تفعلون Taf'alún, يفعلان Yaf'alán, تفعلان Taf'alán, تفعلين Taf'alín) in different grammatical contexts.</p> <p>b) In groups, learners create a comparison chart that illustrates the conjugation of the five verbs in various grammatical moods (الرفع، الجزم، النصب).</p> <p>c) Learners write a reflective essay on the grammatical intricacies of the Arabic language, focusing on the changes the five verbs undergo and the impact of these changes on effective communication. The essay should discuss the linguistic structure and its importance in conveying precise meaning.</p>	<p>a) converse with learners as they illustrate the conjugation of the five verbs in various grammatical situations looking out for accuracy and clarity.</p> <p>b) Observe learners' ability to analyse the changes in the five verbs in different grammatical contexts. Looking out for creativity and collaboration.</p> <p>c) Evaluate learners' ability to write a reflective essay using the five verbs while focusing on meaningful sentences.</p>



**Altering Particles and Verbs (الأفعال والحروف الناسخة)**

(8 Periods)

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<p>a) analyse the effect of كان، وإن وأخواتها (Kana, Inna, and their sisters) in a sentence, their grammatical roles and how they alter sentence structure and meaning. (u, s)</p>	<p>a) In groups, learners transform given nominal sentences by adding كان (Kana), إن (Inna), or their sisters. This activity involves changing the grammatical structure and understanding the resulting shifts in meaning.</p> <p>b) In groups, learners analyse sentences containing Kana, Inna, and their sisters, discussing the changes in grammatical roles and the impact on sentence meaning.</p> <p>c) In groups, learners create a comparison chart showing the effects of Kana, Inna, and their sisters on sentence structure. The chart should include examples of sentences before and after applying these elements, highlighting the changes in grammatical roles and meaning.</p>	<p>a) Interact with learners as they illustrate the effects of كان، وإن وأخواتها in sentences. Focus on accuracy and clarity.</p> <p>b) Observe learners analyse sentences containing Kana, Inna, and their sisters.</p> <p>c) Observe their ability to explain the impact on the meaning as you look out for:</p> <p>i) collaboration, ii) creativity and iii) critical thinking.</p> <p>d) Evaluate the ability of learners to transform nominal sentences using كان، وإن وأخواتها. Focus on grammatical accuracy and proper use of Kana, Inna, and their sisters.</p>
<p>b) use كان، إن وأخواتها in sentences and demonstrate their ability to apply these grammatical structures in various contexts. (u, s)</p>	<p>a) In groups, learners construct sentences using كان (Kana), إن (Inna), or their sisters in various contexts. They write sentences that demonstrate the correct application of these grammatical structures.</p> <p>b) In groups, learners participate in role-play activities where they use كان، إن وأخواتها Kana, Inna, and their sisters in dialogues. They create and enact scenarios that require the use of these grammatical structures to convey specific meanings or emphases.</p>	<p>a) Interact with learners as they construct sentences using كان، وإن وأخواتها. Focus on:</p> <p>i) grammatical accuracy, ii) coherency and iii) clarity.</p> <p>b) Observe learners apply كان، إن وأخواتها in a role-play performance focusing on collaboration and creativity.</p>

<p>c) appreciate the role of <b>كان، وإن وأخواتها</b> in sentences, their grammatical elements in clarity and precision in communication. (u, s, v, a)</p>	<p>a) In groups, learners analyse extracts from classical and modern Arabic literature, identifying the use of <b>كان، إن وأخواتها</b>. They discuss how these grammatical elements contribute to clarity, emphasis, and overall meaning in the texts.</p> <p>b) In groups, learners write a short story or essay incorporating <b>كان، إن وأخواتها</b> in various contexts, demonstrating an appreciation of how these elements enhance the narrative's clarity and effectiveness.</p> <p>c) In groups, learners discuss and share their insights on the importance of <b>كان، إن وأخواتها</b> in achieving clarity and precision in communication. They will reflect on their learning experiences and how understanding these elements enhances their communicative and sociocultural competency.</p>	<p>a) Converse with learners as they apply <b>كان، إن وأخواتها</b> in various contexts and their ability to demonstrate appreciation of how these elements enhance the narrative's clarity and effectiveness. Look out for accuracy and clarity.</p> <p>b) Observe learners as they analyse <b>كان، إن وأخواتها</b> in extracts of classical and modern Arabic literature. Focus on:</p> <ul style="list-style-type: none"> <li>i) critical thinking,</li> <li>ii) collaboration and</li> <li>iii) communication.</li> </ul> <p>c) Evaluate learners' short stories or essay incorporating <b>كان، إن وأخواتها</b> look out for:</p> <ul style="list-style-type: none"> <li>i) clarity,</li> <li>ii) precision,</li> <li>iii) accuracy and</li> <li>iv) coherence.</li> </ul>
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### Vocative and Appeals (النداء والاستغاثة)

(8 periods)

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<p>a) analyse the use of <b>حروف النداء والاستغاثة</b> (Hurúf Al-Nidá and Al-Istigháthah), show their functions and significance in Arabic grammar. (u, s)</p>	<p>a) In groups, learners analyse examples of <b>حروف النداء</b> (Hurúf Al-Nidá) and <b>حروف الاستغاثة</b> (Hurúf Al-Istigháthah) in Arabic sentences. They highlight and categorise the different particles, explaining their functions in each sentence.</p> <p>b) In groups, learners construct sentences using <b>حروف النداء والاستغاثة</b> Hurúf Al-Nidá and Al-</p>	<p>a) Converse with learners as they analyse examples of <b>حروف النداء والاستغاثة</b> in Arabic sentences and explain their functions. Look out for grammatical accuracy and clarity.</p> <p>b) Observe learners as they construct sentences using <b>حروف النداء والاستغاثة</b> Hurúf</p>

	<p>Istigháthah to demonstrate their ability to apply these grammatical structures. They create sentences that effectively use these particles in appropriate contexts.</p> <p>c) In pairs, learners role-play the use of حروف النداء والاستغاثة Hurúf Al-Nidá and Al-Istigháthah in dialogues. They create and enact scenarios that require the use of these particles to convey specific meanings or requests for assistance.</p>	<p>Al-Nidá and Al-Istigháthah. Focus on:</p> <p>i) creativity, ii) collaboration and iii) communication.</p> <p>c) Critique learners as they role-play to evaluate their ability to construct sentences using حروف النداء والاستغاثة Hurúf Al-Nidá and Al-Istigháthah focusing on:</p> <p>i) accuracy, ii) clarity and iii) coherence.</p>
<p>b) use المنادى (Al-munáda) in sentences, demonstrate the ability to apply the forms of calling المنادى المفرد والمنادى المضاف والشبيه المنادى المضاف and seeking help (نداء واستغاثة) in various contexts. (u, s)</p>	<p>a) In groups, learners construct sentences using different forms of المنادى (Al-munáda), including المنادى المفرد, المنادى المضاف, and المنادى الشبيه بالمضاف. They create sentences that demonstrate calling and seeking help in various contexts.</p> <p>b) In pairs, learners use المنادى (Al-munáda) in scenarios that involve calling and seeking help. They create dialogues or short paragraphs where these elements are used appropriately.</p> <p>c) In pairs, learners role-play where they use different forms of المنادى (Al-munáda) in dialogues. They create and enact scenarios that require calling (نداء) and seeking help (استغاثة) using appropriate grammatical structures.</p>	<p>a) Converse with learners as they construct sentences using different forms of المنادى (Al-munáda), including المنادى المفرد, المنادى المضاف, and المنادى الشبيه بالمضاف.</p> <p>Look out for grammatical accuracy and clarity.</p> <p>b) Observe learner as they incorporate المنادى in dialogues or paragraphs for correct scenarios that involve calling for help. Look out for:</p> <p>i) creativity, ii) critical thinking and iii) collaboration.</p> <p>c) Evaluate learners' role play as they use النداء والاستغاثة. Focus on:</p> <p>i) correct use of Al-munáda, ii) clarity and iii) coherence.</p>

<p>c) apply Al-munáda المنادى and Al-Istigháthah الاستغاثة in communication, show respect for the cultural and linguistic nuances of these grammatical elements to enhance the overall communication and sociocultural competency. (u, s, v, a)</p>	<p>a) In pairs, learners create a dialogue that incorporates المنادى (Al-munáda) and الاستغاثة (Al-Istigháthah) in various contexts. They reflect respect for cultural and linguistic nuances and present to the class.</p> <p>b) In groups, learners role-play scenarios where they use المنادى (Al-munáda) and الاستغاثة (Al-Istigháthah) in culturally appropriate ways. They enact situations that require calling or seeking help, demonstrating an understanding of cultural and linguistic nuances.</p>	<p>a) Converse with learners as they incorporate المنادى in dialogue focus on:</p> <ul style="list-style-type: none"> <li>i) accuracy,</li> <li>ii) coherence and</li> <li>iii) clarity.</li> </ul> <p>Observe learners as they role-play to apply المنادى in their dialogues. Focus on:</p> <ul style="list-style-type: none"> <li>i) creativity,</li> <li>ii) collaboration and</li> <li>iii) communication.</li> </ul>
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## Adverb of Manner (الحال)

(14 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
<p>a) analyse الحال (al-ḥāl) and demonstrate its significance within the context of Arabic language. (u, s)</p>	<p>a) In groups, learners research the concept of الحال al-Ḥāl, its forms, and its significance in Arabic grammar. They prepare a written explanation or presentation to describe these aspects, giving examples.</p> <p>b) In pairs, learners construct sentences using different forms of الحال al-Ḥāl. They create a set of sentences that demonstrate the use of الحال al-Ḥāl in various contexts, such as describing the manner of actions or conditions of subjects.</p> <p>c) In pairs, learners participate in role-play activities to use الحال al-ḥāl to describe actions and conditions in spoken interactions. For example, they describe how someone performed an action or the state of an object during an event.</p>	<p>a) Converse with learners as they explain الحال al-Ḥāl, its forms, and its significance in Arabic grammar. Focus on clarity and accuracy.</p> <p>b) Observe learners as they apply different forms of الحال al-Ḥāl in sentences. Focus on critical thinking and communication.</p> <p>c) Evaluate learners' role play as they use al-Ḥāl to describe actions and conditions focusing on:</p> <ul style="list-style-type: none"> <li>i) coherence,</li> <li>ii) clarity and</li> <li>iii) accuracy.</li> </ul>
<p>b) apply the forms of الحال such as الحال المفرد (Hāl Muf'rad), الحال الجملة (Hāl Jum'la), and حال شبه الجملة (Shib'hu Jum'la) in various sentences. (u,s)</p>	<p>a) In groups, learners construct sentences using the different forms of الحال أنواع al-Ḥāl. They create sentences that incorporate الحال المفرد (Hāl Muf'rad), الحال الجملة (Hāl Jum'la), and حال شبه الجملة (Shib'hu Jum'la).</p> <p>b) In pairs, learners role-play scenarios to use different forms of الحال to analyse actions and conditions in spoken interactions. For example, they describe how someone performed an action or the state of an object during an event.</p>	<p>a) Converse with learners as they analyse actions and conditions of al-hal in spoken interactions. Focus on:</p> <ul style="list-style-type: none"> <li>i) coherence,</li> <li>ii) accuracy and</li> <li>iii) clarity.</li> </ul> <p>b) Observe learners as they use different forms of الحال أنواع to construct sentences, focusing on:</p> <ul style="list-style-type: none"> <li>i) creativity,</li> <li>ii) communication and</li> <li>iii) critical thinking.</li> </ul>

	<p>c) In groups, learners participate in interactive writing exercises where they practice using <b>الحال</b> <b>al-Hāl</b>, <b>المفرد</b>, <b>الحال الجملة</b> <b>al-Hāl al-Jumla</b>, and <b>حال</b> <b>ḥāl</b> <b>شبه الجملة</b> in descriptive paragraphs. Focus on creating vivid and detailed descriptions by incorporating the different forms of <b>الحال</b>.</p>	<p>c) Evaluate learners' interactive writing as they use different forms of <b>الحال</b> <b>al-Hāl</b> to describe actions and conditions in various contexts. Look out for:</p> <ul style="list-style-type: none"> <li>i) coherence,</li> <li>ii) grammatical accuracy and</li> <li>iii) clarity.</li> </ul>
<p>c) use <b>الحال</b> in sentences, appreciate the importance of this grammatical concept in enhancing clarity and expression in Arabic communication. (u, s)</p>	<p>a) In groups, learners construct sentences using <b>الحال</b> <b>al-Hāl</b> to describe various actions and conditions. They focus on creating sentences that incorporate <b>الحال</b> <b>al-Hāl</b> in different forms to enhance clarity and expression.</p> <p>b) In groups, learners participate in role-play activities where they describe actions and conditions using <b>الحال</b> <b>al-Hāl</b> in spoken interactions. This practice involves describing everyday activities or narrating events, incorporating <b>الحال</b> <b>al-Hāl</b> to add detail and clarity.</p> <p>c) In groups, learners write a reflective essay on the importance of <b>الحال</b> <b>al-Hāl</b> in Arabic communication. The essay should include personal insights and examples that demonstrate how <b>الحال</b> <b>al-Hāl</b> enhances clarity and expression in written and spoken language.</p>	<p>a) Converse with learners as they use <b>الحال</b> <b>al-Hāl</b> in spoken interactions. Focus on:</p> <ul style="list-style-type: none"> <li>i) grammatical accuracy,</li> <li>ii) clarity and</li> <li>iii) contextual appropriateness.</li> </ul> <p>b) Observe learners as they construct sentences using <b>الحال</b> <b>al-Hāl</b> to describe various actions and conditions focusing on:</p> <ul style="list-style-type: none"> <li>i) creativity,</li> <li>ii) communication and</li> <li>iii) collaboration.</li> </ul> <p>c) Evaluate learners' reflective essay as they demonstrate the importance of <b>الحال</b> <b>al-Hāl</b> in Arabic language communication, focusing on:</p> <ul style="list-style-type: none"> <li>i) grammatical accuracy,</li> <li>ii) ii clarity and</li> <li>iii) iii. contextual appropriateness.</li> </ul>

## Exclamation (التعجب) Al-ta'ajjub

(14 periods)

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<p>a) analyse التعجب (exclamation), and its significance within the context of Arabic language and grammar. (u)</p>	<p>a) In groups, learners research different forms of التعجب (exclamation) in Arabic and create a visual presentation or mind map that illustrates these forms, their usage, and functions within various sentence structures.</p> <p>b) In groups, learners construct sentences using different forms of التعجب, ensuring they appropriately convey strong emotions. Analyse these sentences to explain how التعجب enhances the expressiveness and impact of the sentences.</p> <p>c) In pairs, learners engage in using التعجب in various contexts, such as storytelling, expressing surprise in conversations, or reacting to events. They construct sentences that naturally incorporate التعجب.</p>	<p>a) Interact with learner as they illustrate the different forms of التعجب their usage and functions within various sentence structures. Focus on clarity and accuracy.</p> <p>b) Observe learners as they convey the intended emotions using التعجب effectively and appropriately within different contexts. Focus on:</p> <ul style="list-style-type: none"> <li>i) creativity,</li> <li>ii) collaboration and</li> <li>iii) critical thinking.</li> </ul> <p>c) Evaluate learners' as they role-play scenarios and use التعجب forms in expressing emotions. Focus on grammatical accuracy and rhetorical significance.</p>
<p>b) use the forms of أفعل به، وما أفعله) التعجب، in various sentences to express exclamation. (u, s)</p>	<p>a) In groups, learners construct sentences using the forms of التعجب, specifically "أفعل به" and "ما أفعله" to express exclamation. They create a set of sentences that apply these forms in different contexts, such as expressing surprise, admiration, or wonder.</p> <p>b) Individually learners write exercises to use التعجب forms in short paragraphs. They write descriptive passages or short stories incorporating "أفعل به" and "ما أفعله" to enhance the</p>	<p>a) Converse with learners to assess their ability to integrate the forms of التعجب in their expressions. Focusing on creativity, coherence, and the effective use of exclamation to convey emotions.</p> <p>b) Observe learners as they construct sentences using "أفعل به" and "ما أفعله" forms, to express exclamation, admiration or wonder. Focus on creativity and communication.</p>

	expressive quality of their writing. c) In pairs, learners participate in role-play scenarios to use <b>التعجب</b> forms in conversations. For example, react to exciting news, describe an impressive scene, or express astonishment in dialogue. They make sentences fluently and appropriately.	c) Evaluate learners' role-play scenarios, as they use "أفعل به" and "ما أفعله" forms in sentence. Focus on emotional expression and appropriateness.
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## Senior Five Term 2

### Topic 2. Morphology **الصرف**

**Duration: 20 Periods**

**Competency:** The learner effectively uses morphological patterns, rules and their applications in analysing and constructing words in Arabic.

**الكفاءة الموضوعية:** يستخدم المتعلمون الأنماط الصرفية بفعالية، وقواعد الصرف وتطبيقاتها في تحليل وتكوين الكلمات باللغة العربية.

#### Application of Morphology **تطبيق علم الصرف (Al swarf)**

(6 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) demonstrate the fundamental principles of morphology <b>القواعد (الصرفية)</b> to form Arabic words. (k, u)	a) Learners in groups or pairs create morphology tree diagrams to map out the structure of various Arabic words. b) Learners in groups or pairs break down each word into its root, pattern, and affixes, illustrating how each component contributes to the word's meaning and grammatical form.	a) Interact with learners as they use roots, patterns, and affixes, to create morphology tree diagrams to map out structure of various Arabic words. Focus on: i) clarity, ii) logical structure and iii) completeness of the mapping. b) Observe learners as they break down each word



<p>b) use root letters الحروف الأصلية to decode and construct accurate word meanings, enhancing linguistic and morphological competence in the Arabic language. (k, u, s)</p>		<p>into its root, pattern and affixes. Focus on:</p> <p>i) creativity, ii) collaboration and iii) iii. communication.</p>
	<p>c) Learners in pairs are provided with a list of roots and patterns to match and form meaningful words.</p>	<p>c) Evaluate learners' written words formed out of roots and patterns. Focus on grammatical accuracy and clarity.</p>
	<p>a) Learners are provided with a list of Arabic words. They work in pairs or small groups to identify the الحروف الأصلية (root letters) of each word.</p> <p>b) Learners assess each other's analysis of existing words by focusing on their accurate identification of the root and morphological pattern, they discuss the root letters and how they contribute to the word meaning.</p>	<p>a) Converse with learners as they identify the الحروف الأصلية (root letters) from given words. Look out for clarity and accuracy.</p>
	<p>c) In a workshop setting, learners analyse words using the ميزان الصرف (morphological scale). They break down words into their constituent parts, identifying roots, prefixes, and suffixes, and explain how these elements affect the word's meaning.</p>	<p>b) Observe learners break down words into their components using the ميزان الصرف, identify the roots, and explain how the structure contributes to the meaning. Look out for:</p> <p>i) creativity, ii) communication and iii) collaboration.</p>
	<p>d) Learners use a set of حروف أصلية (root letters) to construct new words by adding appropriate prefixes and suffixes. They explain the meanings of the new words they have created, highlighting the role of the root letters in determining the word's meaning. They</p>	<p>c) Evaluate learners' constructed words from root letters and morphological principles; focusing on accuracy and clarity.</p>

	review each other's work and correct each other's errors.	
c) demonstrate the significance of morphology (الصرف) by interpreting the meanings of words, to enhance linguistic proficiency and communication skills in Arabic. (k, u, s)	<p>a) Learners are provided with a range of sentences and short paragraphs where they identify and analyse the morphological structure of key words and their meanings.</p> <p>b) Learners create new words using different roots and morphological patterns. They construct sentences using these new words and explain how understanding the morphological components of the words helped him/her construct meaningful sentences.</p> <p>c) In group, learners explain the morphological structure of various words and how it affects their meanings. They share examples from their own reading or writing experiences.</p>	<p>a) Converse with learners as they analyse and identify the morphological structure of keywords and their meanings. Look out for accuracy and clarity.</p> <p>b) Observe learners as they write reflective essays on how learning about morphology has improved their comprehension. Look out for:</p> <ul style="list-style-type: none"> <li>i) creativity,</li> <li>ii) collaboration and</li> <li>iii) communication.</li> </ul> <p>c) Evaluate learners' presentations on the importance of morphology in understanding and interpreting Arabic words. Look out for:</p> <ul style="list-style-type: none"> <li>i) clarity,</li> <li>ii) accuracy and</li> <li>iii) coherence.</li> </ul>

**Morphological Patterns (الأوزان الصرفية)**

(6 Periods)

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) analyse الأوزان الصرفية (morphological patterns) and their significance in the structure and formation of Arabic words. (k, u)	a) Learners in groups or pairs use a provided list of Arabic words with different morphological patterns, to identify the patterns in each word and discuss how these patterns influence the word meaning and structure. b) In groups, learners explore common الأوزان الصرفية patterns (e.g., فَعْلٌ، فَعِيلٌ، مَفْعَلٌ). by creating their own words using these patterns and by combining them with different roots. They explain the meaning and structure of the words they create. c) In groups, learners use a matching game to match roots with the appropriate morphological patterns to form meaningful words.	a) Converse with learners as they explain the significance of the patterns in the word meaning and structure. Look out for clarity and accuracy b) Observe learners form new words using given roots and specific morphological patterns. Look out for: i) creativity, ii) critical thinking and iii) collaboration. c) Evaluate the sentences learners made out of morphological patterns. Look out for: i) grammar, ii) accuracy and iii) clarity.

<p>b) use various forms of words given in الأوزان الصرفية (morphological patterns), including patterns such as Fa'ala فَعَلَ, Fa'ela فَعِلَ, and Fa'ula فَعُلَ, to construct and deconstruct words in context. (u,s)</p>	<p>a) In groups or pairs learners are provided with a list of various roots, they apply Fa'la فَعَلَ, Fa'ela فَعِلَ, and Fa'ula فَعُلَ patterns to these roots. They construct new words and use them in sentences to demonstrate their understanding.</p> <p>b) In groups, learners deconstruct given words into their roots and patterns, and then reconstruct different words using the same roots. Each group presents their findings and explains how the changes in patterns alter the meanings of the words.</p> <p>c) In a role-play, learners use different morphological patterns in dialogues that reflect everyday situations in Arabic-speaking cultures, such as greeting, shopping, or describing a past event.</p>	<p>a) Probe learners while they construct words using the Fa'la فَعَلَ, Fa'ela فَعِلَ, and Fa'ula فَعُلَ patterns. Employ questions that ask learners to deconstruct given words into their root and pattern components. Look out for:</p> <ul style="list-style-type: none"> <li>i) accuracy,</li> <li>ii) clarity and</li> <li>iii) comprehension.</li> </ul> <p>b) Observe learners deconstruct given words into their roots and patterns and then reconstruct different words using the same roots but with different patterns. Look out for:</p> <ul style="list-style-type: none"> <li>i) creativity,</li> <li>ii) collaboration and</li> <li>iii) communication</li> </ul> <p>c) Evaluate learners' dialogues formed from different morphological patterns that reflect everyday situations. Look out for grammatical accuracy and clarity.</p>
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## Derivatives of Verbs (مشتقات الأفعال)

(8 Periods)

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<p>a) analyse the concept of المشتقات (derivatives), its types such as الفاعل اسم (active participle), اسم المفعول (passive participle), and المصدر (gerund) to construct meaningful and grammatically accurate sentences in Arabic. (k, u, s)</p>	<p>a) In groups or pairs learners create a chart that categorises various verbs into their derivatives: اسم المفعول, اسم الفاعل, and المصدر.</p> <p>They identify examples in each category and briefly explain how the derivative form is created. Groups present before the class their categorisations, while providing/receiving feedback on accuracy and clarity.</p> <p>b) Learners in groups write short stories with multiple examples of اسم المفعول, اسم الفاعل, and المصدر.</p> <p>c) In small groups, learners share their stories, identifying and discussing the use of each derivative type in the context of their narrative.</p> <p>d) Each Group presents its story to the class, highlighting how they used derivatives to convey meaning effectively.</p>	<p>a) Converse with learners as they create a chart that categorises various verbs into their derivatives. Look out for accuracy and clarity.</p> <p>b) Observe learners during the chart creation and story writing activities. Focus on:</p> <ul style="list-style-type: none"> <li>i) creativity,</li> <li>ii) communication and</li> <li>iii) collaboration.</li> </ul> <p>c) Evaluate learners' written short stories. Look out for grammatical accuracy and clarity.</p>
<p>b) demonstrate the ability to correctly use derivatives المشتقات in oral and written contexts, to effectively communicate ideas in Arabic. (s)</p>	<p>a) In pairs, learners create dialogues incorporating various مشتقات derivatives اسم الفاعل, اسم المفعول and المصدر and perform these dialogues in pairs or small groups. Each dialogue should cover different contexts, such as everyday conversations, storytelling, and giving instructions.</p> <p>b) Learners working in groups or pairs identify and correct the mistakes in the use of اسم الفاعل, اسم المفعول and المصدر and justify their corrections.</p>	<p>a) Converse with learners as they use the derivatives to create dialogues. Look out for:</p> <ul style="list-style-type: none"> <li>i) accuracy,</li> <li>ii) pronunciation and</li> <li>iii) appropriateness.</li> </ul> <p>b) Observe learners as they correct grammatical mistakes from sentences or short paragraphs. Look out for:</p>

	<p>c) Groups present their corrected sentences and explanations to the class for discussion.</p>	<p>i) creativity, ii) collaboration and iii) critical thinking.</p> <p>c) evaluate learners' corrected sentences presented to the class. Look out for grammatical accuracy and clarity.</p>
<p>c) analyse the grammatical errors, through the effective use of derivatives such as اسم الفاعل, اسم المفعول, and المصدر. (s)</p>	<p>a) Learners in groups or pairs are assigned to draft essays or short stories, incorporating derivatives such as اسم الفاعل, اسم المفعول, and المصدر</p> <p>b) Groups or pairs exchange their work with peers for a structured peer-review process. Each peer or group identifies and corrects grammatical mistakes.</p> <p>c) Learners compare the original drafts with the revised versions to assess the extent to which they incorporated peer feedback.</p> <p>d) Learners engage in interactive grammar games and quizzes to make learning fun and engaging. These can include online quizzes, board games, or card games.</p>	<p>a) Converse with learners as they incorporate derivatives اسم الفاعل, اسم المفعول, and المصدر into their essays or short stories. Look out for:</p> <p>i) accurate, ii) clarity and iii) coherence.</p> <p>b) Observe learners as they compare the original drafts to the revised versions. Look out for:</p> <p>i) creativity, ii) collaboration and iii) communication.</p> <p>c) Evaluate the original drafts to the revised versions of the learners. Look out for:</p> <p>i) grammatical accuracy, ii) clarity and iii) feedback.</p>

### Topic 3. Comprehension (المطالعة)

**Duration:** 10 Periods

**Competency:** The learner develops communication skills to comprehend and interpret a variety of Arabic texts, to improve linguistic proficiency, effective communication, and create cultural awareness.

**الكفاءة الموضوعية:** يكتسب المتعلمون المهارات الاتصالية اللازمة لفهم وتفسير مجموعة متنوعة من النصوص العربية، مما يظهر تحسناً في الكفاءة اللغوية، والتواصل الفعّال، والوعي الثقافي.

#### Written Comprehension

(6 Periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) analyse diverse Arabic texts, extracting specific information, essential details, and effectively convey them in written form. (حلل النصوص العربية المتنوعة) (u, s)	a) In small groups, learners read different Arabic texts, discuss the main ideas and essential details of their text within their group. b) Learners present their findings to the class.	a) Converse with learners as they discuss the main idea and essential details of their text. Look out for i) clarity, ii) accuracy and iii) coherence.
b) analyse cultural references and themes present in Arabic texts, appreciate cultural differences, significance, and articulate these insights through writing. (u, s)	a) In small groups or pairs, learners read selected Arabic texts and identify cultural references and themes, they write essays analysing these cultural elements and their significance. b) Learners participate in group discussions and share observations about cultural references and themes in Arabic texts. c) In groups, learners write a reflective piece summarising the insights and how their understanding of cultural differences has been enhanced.	a) Evaluate learners' essays with a focus on: i) depth of analysis, ii) understanding of cultural references, iii) ability to articulate insights clearly and iv) appreciation of cultural differences. b) Converse with learners as they write a reflective piece summarising the insights. Look out for: i) clarity, ii) accuracy and iii) coherence.

**Parts of Comprehension (أجزاء المطالعة)**

(4 Periods)

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) analyse the components of comprehension; understanding the text (فهم النص), analysing the text (تحليل النص), interpreting the text (تفسير النص), and responding to the text (الاستجابة للنص)—to evaluate their significance in communication, linguistic proficiency, and sociocultural contexts. (s, v, a)	a) In groups, learners read various Arabic texts and analyse them by focusing on understanding the text (فهم النص), analysing the text (تحليل النص), interpreting the text (تفسير النص), and responding to the text (الاستجابة للنص). b) Learners document the findings and discuss the significance of each part in communication, linguistic, and sociocultural contexts.	a. Converse with learners as they read various Arabic texts and analyse them. Look out for: i) clarity, ii) accuracy and iii) comprehension.
	c) Individually, learners write reflective essays of about 200 words on how each part of comprehension has enhanced communication, linguistic, and sociocultural understanding. d) Learners provide examples from the texts they have read.	b. Critique learners' reflective essays focusing on: i) depth of reflection, ii) clarity of examples and iii) communication.



<p>b) utilise components of comprehension to critically interpret texts, enhancing reading proficiency and sociocultural competence. (u, s, v, a)</p>	<p>a) Learners in groups use library resources or ICT to select various Arabic texts and use different parts of comprehension (literal, inferential, and evaluative) to critically interpret the content.</p> <p>b) Learners in groups create a detailed report that includes the interpretations, insights gained, and how these interpretations enhance understanding of the texts' sociocultural contexts.</p> <p>c) In groups, learners write reflective essays on how the use of different parts of comprehension (literal, inferential, evaluative) has enhanced reading proficiency and sociocultural competence.</p> <p>d) Learners provide specific examples from texts they have read and discuss the sociocultural themes and references they have identified and interpreted.</p>	<p>a) Observe learners as they interpret the content and create detailed reports, focus on:</p> <ul style="list-style-type: none"> <li>i) ICT proficiency,</li> <li>ii) collaboration and</li> <li>iii) creativity.</li> </ul> <p>b) Assess learners' ability to write reflective essays focusing on clarity, and the learners' ability to connect comprehension skills to sociocultural understanding.</p>
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## Topic 4. Composition الإنشاء

**Duration: 8 Periods**

**Competency:** The learner writes well-structured and coherent essays on topical issues, demonstrates clear arguments, and appropriately uses Arabic language.

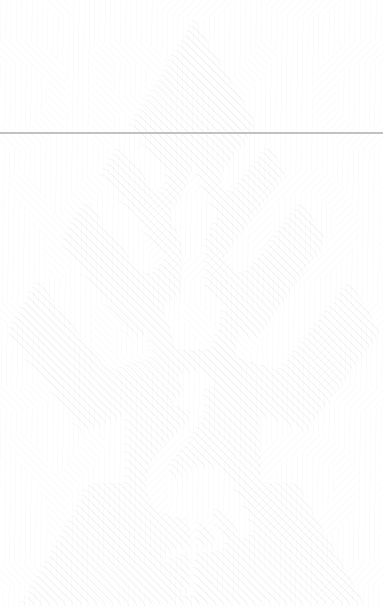
يكتب المتعلمون مقالات منظمة ومتناسقة حول القضايا الراهنة، موضحين حججاً واضحة وأمثلة: الكفاءة الموضوعية ذات صلة، ويستخدمون اللغة العربية بشكل مناسب.

### Introduction to Composition (مقدمة عن الإنشاء)

(4 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) analyse the fundamental principles of الإنشاء (composition) in Arabic writing, evaluating its role in structuring ideas and enhancing clarity, coherence, and effectiveness in communication. (u, s)	a) Learners in groups or pairs use ICT or library resources to define الإنشاء (composition) and explain its significance in Arabic writing. b) Learners share their insights on how composition influences communication, providing examples of effective writing from any piece of literature or personal experiences. c) Learners in small groups use a variety of Arabic texts (e.g., essays, articles, stories) to analyse and identify the foundational principles of الإنشاء, such as clarity, coherence, and cultural sensitivity. d) Learners in groups collaboratively evaluate how these principles are applied in the texts and present their findings to the class. e) In groups or pairs, learners compose a short essay or story, applying the principles of الإنشاء discussed in class. They demonstrate the importance of structure, coherence, and cultural relevance in their writing.	a) Converse with learners as they analyse texts to identify the foundational principles of الإنشاء, probe them with questions such as; what makes a good الإنشاء? Focus on: i) clarity, ii) coherence and iii) accuracy. b) Observe learners as they analyse الإنشاء its significance. Look out for: i) collaboration, ii) creativity, iii) communication and iv) ICT proficiency. c. Evaluate learners' essay or story. Look out for: i) coherence, ii) accuracy and iii) grammar.
b) compose various types of essays (المقالات) while analysing their structures,	a) Learners use library or ICT to search for different types of essays. b) In pairs or small groups, they read and analyse these essays by identifying the structure, purpose,	a) Converse with learners as they write essays. Look out for: i) clarity,

<p>purposes, and key characteristics to demonstrate a comprehensive understanding of effective essay writing in Arabic. (u, s)</p>	<p>and key characteristics of each type. They carry out a class discussion.</p> <p>c) In groups, learners read and evaluate the provided selection of essays to identify and discuss the qualities of a good essay.</p> <p>d) Each group presents their findings and discuss how qualities of a good essay are demonstrated.</p> <p>e) Learners in groups or pairs write essays on a given topic, focusing on incorporating the qualities of clarity, coherence, and strong argumentation.</p>	<p>ii) grammar, iii) accuracy and iv) coherency.</p> <p>b) Observe learners as they write essays of different types. Focus on:</p> <p>i) creativity, ii) ICT proficiency and iii) communication.</p> <p>c) Evaluate learners as they read different essays in pairs or small groups.</p> <p>Focus on:</p> <p>i) articulation, ii) grammatical accuracy and iii) cohesion.</p>
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**Rules of Writing an Essay (قواعد الإنشاء)**

(4 periods)

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) analyse the rules of writing an essay (قواعد كتابة الإنشاء), demonstrating an understanding of key elements such as maintaining subject focus (ملازمة الموضوع) and implementing proper essay structuring. (u, s)	a) In groups, learners organise information into well-structured essays about a given topic, they create an outline that includes an introduction, body and conclusion, while focusing on maintaining subjectivity and logical flow between paragraphs. b) In pairs, learners organise sentences from a series of jumbled sentences into coherent paragraphs. Emphasizing the importance of topic sentences, supporting details, and concluding sentences. c) In groups, learners discuss the significance of proper paragraphing.	a) Converse with learners as they write well-structured essays about a given topic Focus on: <ol style="list-style-type: none"> <li>coherency,</li> <li>clarity,</li> <li>accuracy and</li> <li>grammar.</li> </ol> b) Evaluate learners' written essays on given topics, ensuring that they apply the rules discussed in class. Look out for: <ol style="list-style-type: none"> <li>subjectivity,</li> <li>logical structure and</li> <li>coherence.</li> </ol>
b) apply essay-writing principles to construct essays. (تطبيق قواعد كتابة الإنشاء) (u,s)	a) In groups or pairs, learners use a provided step-by-step guide and compose an essay. b) learners exchange their draft essays with a peer for review. Use a checklist to provide constructive feedback on elements such as clarity, coherence, paragraph structure, and adherence to the essay's topic. c) In pairs, learners do a timed essay writing exercise where they plan, write, and revise an essay of about 200-300 words within a set period.	a) Converse with learners as they use key elements such as maintaining subjectivity to write an essay. Look out for: <ol style="list-style-type: none"> <li>coherence,</li> <li>paragraph structure,</li> <li>clarity and</li> <li>accuracy.</li> </ol> b) Observe learners as they write and discuss essay drafts. Look out for: <ol style="list-style-type: none"> <li>creativity,</li> <li>communication and</li> <li>collaboration.</li> </ol>

		<p>c) Evaluate learners' product of written essay in a timed essay writing exercise. Look out for:</p> <ul style="list-style-type: none"> <li>i) clarity,</li> <li>ii) coherency and</li> <li>iii) accuracy.</li> </ul>
<p>c) develop essay-writing skills (مهارات كتابة الانشاء) with clarity, coherence, and proper structure while appreciating Arabic cultural and linguistic distinctions to enhance communicative and sociocultural competency. (u, s)</p>	<p>a) Learners use library or ICT to analyse essays written by prominent Arabic authors that exemplify clarity, coherence, and proper structure.</p> <p>b) In small groups, learners identify key elements of essay writing and discuss the cultural and linguistic nuances present in the texts.</p> <p>c) In groups, learners write essays on culturally relevant topics. They focus on a different aspect of essay writing, such as developing a strong thesis statement, creating coherent paragraphs, and using transitions effectively.</p> <p>d) Learners peer review each other's work.</p>	<p>a) Converse with learners as they analyse essays on culturally relevant topics. Look out for:</p> <ul style="list-style-type: none"> <li>i) coherence,</li> <li>ii) clarity and</li> <li>iii) accuracy.</li> </ul> <p>b) Observe learners as they analyse essays. Probe them with guiding questions. Look out for:</p> <ul style="list-style-type: none"> <li>i) creativity,</li> <li>ii) communication and</li> <li>iii) collaboration.</li> </ul>

## Topic 5. Arabic Literature الأدب العربي

**Duration:** 12 Periods

**Competency:** The learner engages with Arabic literature to appreciate its evolution; and demonstrates an understanding of its themes, styles, and cultural significance.

الكفاءة الموضوعية: يقدر المتعلمون الأدب العربي ويتفاعلون معه بشكل نقدي، مما يظهر فهمهم لموضوعاته وأساليبه وأهميته الثقافية.

### Introduction to Arabic Literature (مقدمة عن الأدب العربي)

(12 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) describe the key forms of Arabic literature—prose (النثر), novel, poetry (الشعر) (الرواية), play (المسرحية), and—to and distinguish the unique features of each. (u)	a) In groups, learners use library or ICT to read and analyse a variety of examples, and key characteristics of prose, poetry, novel, and play. b) In groups, learners create a poster that highlights their findings and present it to the class. c) In pairs, learners compose or write a short piece of work on each of the four literary forms: a prose passage, a poem, a brief novel excerpt, and a short play scene. d) In pairs or groups, learners role-play sessions where they perform or present excerpts from the different literary forms. For instance, they stage a play basing on its characteristics	a) Observe learners ability to analyse a variety of literary forms focusing on: <ol style="list-style-type: none"> <li>collaboration,</li> <li>creativity,</li> <li>ICT skill,</li> <li>communication and</li> <li>critical thinking.</li> </ol> b) Evaluate learners' written passage, poem, brief novel excerpt, and a short play. Look out for: <ol style="list-style-type: none"> <li>clarity,</li> <li>accuracy,</li> <li>coherence and</li> <li>cohesion.</li> </ol>
b) analyse the differences between classic and contemporary Arabic literary forms.	a) In groups, learners use library resource to compare classic excerpts with contemporary Arabic texts, such as prose, poetry, novels, and plays. b) In groups, learners create posters or digital presentations summarising their findings.	a) Assess learner's ability to compare classic excerpts with contemporary Arabic literature focusing on accuracy in identifying distinctions of the characteristics.

	<p>c) In groups, learners compare and contrast the characteristics of classic and contemporary Arabic literature, and analyse the language.</p>	<p>b) Converse with learners to assess their ability to make digital presentations.</p> <p>c) Converse with learners to assess their ability to compare and contrast the characteristics of classic and contemporary Arabic literature focusing on their critical thinking.</p>
<p>c) develop the skill to appreciate and interpret different forms of Arabic literature, by recognising the culture and artistic significance. (u, s)</p>	<p>a) In groups, learners use library resource or ICT to reflect appreciation through discussions of selected works from different literary forms, such as prose, poetry, novels, and plays; focusing on the cultural and artistic elements of each text, such as; themes, styles, and historical contexts.</p> <p>b) Learners share and reflect on how the text shows Arabic cultural and artistic traditions.</p>	<p>a) Assess learners' ability to make reflective discussions and appreciation of the cultural and artistic significance of Arabic literature.</p>
	<p>c) In groups, learners analyse the cultural and artistic elements of different literary forms and present their findings in a plenary.</p>	<p>b) Evaluate learners' ability to analyse the cultural and artistic elements of different literary forms.</p>
<p>d) compare the six eras of Arabic literature (العصور الستة), including the pre-Islamic era (عصر الجاهلي), Islamic era (عصر صدر الإسلام), Abbasid era (العصر العباسي), Umayyad era (العصر الأموي), and Mamluk era (العصور المملوكية), as well as the modern era (العصر الحديث) to understand the</p>	<p>a) In groups, learners research on one of the eras of Arabic literature (Pre-Islamic, Islamic, Umayyad, Abbasid, Mamluk, Modern), focusing on key characteristics, significant literary works, and historical context.</p> <p>b) In groups, learners create a timeline and present to the class, highlighting the key developments and contributions of their era.</p> <p>c) In groups, learners read and analyse the provided excerpts as they identify key characteristics and themes of each era.</p> <p>d) In groups, learners create comparison charts to illustrate the</p>	<p>a) Assess learners' ability to explain the six eras of Arabic literature, focusing on features of an Era, its significance and historical context.</p> <p>b) Observe learners actively participate in discussions and writing analytical essays on a specific era of Arabic literature.</p> <p>c) Assess the key characteristics and historical context of major literary works. Look out for their ability to research, analyse, and articulate their understanding of the era.</p>

<p>key characteristics and historical significance of each period. (u, v, a)</p>	<p>similarities and differences between the eras.</p> <p>e) In a plenary, learners present findings to the class.</p>	<p>Look out for analytical skills and depth of understanding.</p>
<p>e) analyse literary works from each of the six eras, (تحليل الأعمال الأدبية من كل العصور السنة) basing on literary styles, themes, and historical contexts within Arabic literature. (s, v/a).</p>	<p>a) In small groups, learners discuss the provided excerpts from significant literary works from each of the six eras of Arabic literature, focusing on the literary styles, themes, and historical contexts of each era.</p> <p>b) In groups, learners analyse how these elements are reflected in the texts and compile their findings into a detailed report to present to the class.</p>	<p>a) Observe and assess learners' ability to discuss and analyse literary works from each of the six eras, focusing on literary styles, themes, and historical analysis.</p>
<p>f) appreciate the rich historical and cultural heritage of Arabic literature, show respect for the diversity and depth of literary expressions across different eras, enhancing overall communicative and sociocultural competency. (s,v,a)</p>	<p>a) In groups, Learners analyse the provided range of Arabic literary texts from different eras that highlight various aspects of Arabic cultural heritage.</p> <p>b) In groups, learners identify how the cultural and historical contexts are reflected in the literature.</p> <p>c) Each group creates a multimedia presentation that highlights the cultural heritage and literary richness of their assigned era.</p> <p>d) In groups, learners collaboratively create an interactive digital timeline that traces the development of Arabic literature across the six eras. They focus on the key literary works; appreciate the contributions to literary heritage of each era to the overall richness of Arabic literature.</p> <p>e) In a plenary, learners make presentations of their findings to the class.</p>	<p>a) Observe learners' active participation to assess the reflective analysis and insights gained from studying Arabic literature.</p> <p>b) Evaluate learners' ability to appreciate the historical and cultural heritage of Arabic.</p> <p>c) Converse with learners in the interactive digital timeline to assess their understanding of the development of Arabic literature.</p>



## Topic 6. Literature (The pre-Islamic era) Prose (النثر)

**Duration:** 14 periods

**Competency:** The learner analyses and appreciates the Arabic prose of the pre-Islamic era; its themes, styles, and cultural significance.

**الكفاءة الموضوعية:** يقدر المتعلمون النثر العربي في العصر الجاهلي ويحللونه بشكل نقدي، موضحين موضوعاته وأساليبه وأهميته الثقافية.

### Abdul Mutwalib bin Hashim (عبد المطلب بن هاشم) and Dhul Al-Isbaah Al-Adwani

(ذو الإصبع العدواني) (14 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) compare the characters of عبد المطلب بن هاشم (Abdul Mutwalib bin Hashim) and ذو الإصبع العدواني (Dhu al-Isba' al-Adwani) in their respective prose works. (u, v, a)	<p>a) In small groups, learners describe characters of عبد المطلب بن هاشم using the selected excerpts provided to them from literary works of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani, accounting for their characteristics, significance, and contributions to Arabic literature and culture.</p> <p>b) In pairs, learners write a comparative essay that explores the similarities and differences between Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani in terms of their leadership qualities and honour.</p> <p>c) In groups, the learners analyse the cultural and historical context of the works.</p> <p>d) In groups, learners carry out peer review session by exchanging essays to provide constructive feedback</p> <p>e) Learners prepare scenes that reflect the leadership characteristics and honour as depicted in their prose works</p>	<p>a) Assess learners' ability to describe the characters of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani; their significance and contributions to Arabic literature and culture.</p> <p>b) Look out for their ability to describe in terms of language, effectiveness in communication and accuracy.</p> <p>c) Assess Learners' ability to make a comparative analysis focusing on identification of the similarities and differences between Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani in terms of leadership and honour.</p> <p>d) Assess learners as they take part in a role-play, look out for their ability to connect the role-play experience with the literary analysis of the characters and appropriateness of the language used.</p>

	and role-play the characters of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani.	
b) analyse the themes of leadership, honour, and social values; and purposes of the prose by عبد المطلب بن هاشم and ذو الإصبع العدوانى .	<p>a) In small groups, learners discuss selected excerpts from prose works of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani.</p> <p>b) In groups, learners create a character profile poster, summarising the characteristics, significance, and contributions of these figures to Arabic literature and culture.</p> <p>c) In groups, learners prepare dialogues and scenes that reflect the character of leadership and honour.</p> <p>d) In an organised role-play session, learners assume the roles of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani.</p>	<p>a) Converse with learners to assess their ability to analyse and articulate the characters' leadership qualities and honour. Provide timely feedback on their analytical depth and clarity of expression.</p> <p>b) Observe learners as they take part in the role-play, and assess their ability to depict the characters of the authors.</p>
c) analyse the rhetorical aspects الملامح البلاغية in the prose of عبد المطلب بن هاشم and ذو الإصبع العدوانى, to enhance the overall communicative and sociocultural competency. (u,s,v,a)	<p>a) In groups, learners analyse rhetorical aspects in each excerpt from the selected prose excerpts of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani, such as metaphors, similes, imagery, repetition, and parallelism.</p> <p>b) In groups, learners create a detailed analysis chart highlighting the rhetorical techniques and explaining their effects on the prose. They present their findings to the class.</p> <p>c) In groups, learners write brief notes explaining how rhetoric devices enhance communication skills.</p>	<p>a) Converse with learners to assess their ability to analyse the rhetorical aspects in the prose of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani focusing on the ability to identify and explain their significance. Provide timely feedback on their analytical depth and clarity of expression.</p> <p>b) Assess learners' ability to demonstrate the significance of rhetoric devices in the prose of Abdul Mutwalib bin Hashim and Dhu al-Isba' al-Adwani.</p>
d) explain الحكم والأمثال (idioms and	a) In groups, learners use a library or ICT to collect a range of	a) Assess learners' ability to explain idioms and apply them

<p>proverbs), and the context where they are used. (u)</p>	<p>Arabic idioms and proverbs (الحكم والأمثال). They write a brief explanation, meaning, and the cultural or situational context in which it is used.</p> <p>b) In groups, learners organise these entries of idioms and proverbs into a personal dictionary or digital document, which can be shared with peers.</p> <p>c) In pairs, learners use a provided list of common Arabic idioms and proverbs to choose an idiom or proverb and research about its literal and figurative meanings.</p> <p>d) In groups, learners create a presentation (e.g., poster or digital slideshow) that includes the idiom or proverb, its literal translation, figurative meaning, and an example of how it is used in context</p> <p>e) Groups present their findings to the class.</p> <p>f) Individually, learners research the cultural and historical background of a specific Arabic idiom or proverb. They explore its origin and how it reflects culture.</p>	<p>in their context focusing on the accuracy of meaning and situational context.</p> <p>b) Assess learners' ability to create a dictionary of entries focusing on accuracy and situational context.</p> <p>c) Assess learners' ability to demonstrate the literal and figurative meanings of selected idioms and proverbs.</p> <p>d) Evaluate learners' research about the cultural and historical background of a specific Arabic idiom or proverb focusing on cultural significance and relevance.</p>
<p>e) apply selected idioms and proverbs الحكم و الأمثال, to a context similar to the original. (u).</p>	<p>a) In pairs or small groups, learners select an idiom or proverb and research on its origin and the story behind it.</p> <p>b) In groups, learners create a visual presentation (e.g., poster or digital slideshow) that includes the idiom or proverb, its original story, and its historical or cultural context.</p> <p>c) Groups present their findings to the class.</p>	<p>a) Observe learners' visual presentations to assess their ability to recount the origin of selected idioms and proverbs, focusing on the accuracy of information given about idioms and proverbs.</p> <p>b) Assess learners' ability to write detailed essays recounting the story or origin behind a given Arabic idiom or proverb. Focus on accuracy of information and ability to</p>

	<p>d) In pairs, learners write and perform a skit that illustrates the origin and meaning of a given Arabic idiom or proverb; incorporating the historical or cultural context.</p> <p>e) As a class, learners discuss how the stories helped them understand the idioms and proverbs better.</p> <p>f) In a role-play, learners use a given set of idioms and proverbs in various situational contexts, (e.g., workplace, family gathering, social event)</p> <p>g) As a class, learners discuss how effectively they used the idiomatic expressions and what they learnt about their appropriate usage.</p>	<p>provide thorough explanations and connection of the idiom or proverb to its context.</p> <p>c) Assess learners' ability to write a short story or skit focusing on their accuracy and creativity. Provide timely feedback.</p> <p>d) Converse with the learners to assess their ability to create scenarios or dialogues incorporating idioms and proverbs to appropriate context.</p> <p>e) Observe learners to assess their ability to apply idioms and proverbs in a role-play in various contexts; focusing on articulation, accuracy and appropriateness.</p>
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## Topic 7. Poetry I الشعر

**Duration:** 32 Periods

**Topical competency:** The learner analyses approach to Arabic poetry of the pre-Islamic, Islamic, Abbasid and modern eras in terms of themes, styles, and cultural significance.

**الكفاءة الموضوعية:** يقوم المتعلم بتحليل المناهج في الشعر العربي من عصور ما قبل الإسلام، العصر الإسلامي، العصر العباسي والعصر الحديث من حيث الموضوعات والأساليب والأهمية الثقافية.

### Al-Khansa, Ka'b bin Zuhair, Al-Buh'turi, Ahmad Shauqi

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
<p>a) compare the characters of الخنساء (Al-Khansa'), كعب بن زهير (Ka'b bin Zuhair), البحتري (Al-Buh'turi), أحمد شوقي (إلى الشباب) (Ahmad Shauqi) in their</p>	<p>a) In groups, learners analyse any given characters of الخنساء (Al-Khansa'), كعب بن زهير (Ka'b bin Zuhair), البحتري (Al-Buh'turi), أحمد شوقي (إلى الشباب) (Ahmad Shauqi) and their contributions in their respective eras.</p>	<p>a) Observe learners' active participation in discussions, their ability to analyse the characters and their contributions in their respective eras, characteristics of their works, themes, and historical significance of their works.</p>

respective works. (k, u, s v/a)		
b) analyse the approaches to poetry by <b>الخنساء</b> (Al-Khansa'), <b>كعب بن زهير</b> (Ka'b bin Zuhair), <b>البحترى</b> (Al-Buh'turi), <b>أحمد شوقي (إلى الشباب)</b> (Ahmad Shauqi) in their respective works. (k,u,s v/a)	b) In groups, learners write comparative essays that explore the differences and similarities between <b>الخنساء</b> (Al-Khansa'), <b>كعب بن زهير</b> (Ka'b bin Zuhair), <b>البحترى</b> (Al-Buh'turi), <b>أحمد شوقي (إلى الشباب)</b> (Ahmad Shauqi) in his wisdom and experiences. c) In groups, learners analyse the themes, styles, and emotional tones in the works of the identified poets. They share their essays with peers for feedback.	b) Assess learners' ability to make a comparative analysis focusing on the identification of differences and similarities between the works of <b>الخنساء</b> (Al-Khansa'), <b>كعب بن زهير</b> (Ka'b bin Zuhair), <b>البحترى</b> (Al-Buh'turi), <b>أحمد شوقي (إلى الشباب)</b> (Ahmad Shauqi). c) Provide feedback on their comparative analysis skills and their understanding of the literary significance of both poets.

## Senior Five Term Three

### Topic 8. Summary **التلخيص**

**Duration: 36** Periods

**Competency: The learner develops the ability to write concise and coherent summaries of various Arabic texts, focusing on understanding, extracting specific ideas, and presenting information clearly and effectively.**

**الكفاءة الموضوعية:** يتعلم الطلاب كيفية كتابة ملخصات موجزة ومتناسقة لمختلف النصوص العربية، مع التركيز على فهم النص، استخراج الأفكار الخاصة، وتقديم المعلومات بوضوح وفعالية.

### Introduction to Summary (مقدمة عن التلخيص)

(12 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) analyse summary writing (التلخيص), and demonstrate its significance within the context of Arabic language and written communication. (u, s)	a) In groups, learners research on the concept of summary writing (التلخيص) and its significance in Arabic language and written communication. b) In groups, learners prepare a brief written explanation or a	a) Assess learners' ability to describe what summary writing involves, including its key elements and benefits. Focus on clarity, and accuracy in describing.

	<p>presentation to describe what summary writing involves, including its key elements and benefits.</p> <p>c) Individually learners read a lengthy Arabic text and summarise it.</p> <p>d) As a class, learners compare the original text with their summary to identify the main points and key details.</p> <p>e) In groups, learners summarise different types of texts (e.g., news articles, academic papers, stories) to demonstrate the significance of summarising across various contexts.</p>	<p>b) Evaluate learners' ability to summarise key information from the text. Focus on accuracy and conciseness.</p> <p>c) Assess the ability of learners to summarise key information from different types of texts. Focus on the accuracy of the essential information from the original text.</p>
<p>b) demonstrate the ability to extract essential information and key ideas from larger passages. (u, s)</p>	<p>a) In groups, learners read a lengthy Arabic text and highlight the specific information and key ideas.</p> <p>b) In groups, learners create a bullet list summarising these points to demonstrate the ability to extract essential information from the passage.</p> <p>c) In groups, learners read a paragraph from a larger Arabic text and re-write it in their own words, focusing on the main ideas and important details.</p> <p>d) In pairs, learners read a comprehensive article or passage and write a summary that captures the specific information.</p>	<p>a) Assess learners' ability to extract essential information from the passage.</p> <p>b) Evaluate the ability of learners to paraphrase text focusing on clarity, accuracy, and the conveyance of the main points without altering the original meaning.</p> <p>c) Assess learners' ability to summarise specific information from the original text. Focus on clarity, conciseness, and accuracy.</p>
<p>c) create summaries, appreciate the importance of conciseness and clarity in written communication. (u, s)</p>	<p>a) In groups, learners read a lengthy Arabic text and write a summary that captures the specific ideas.</p> <p>b) Learners exchange summaries with peers and provide feedback on each other's work. They focus on how well the summary captures the main</p>	<p>a) Assess learners' ability to extract specific information from the text. Focus on accuracy, conciseness and clarity.</p> <p>b) Observe learners giving feedback to each other's work to assess their ability to make concise summary.</p>

	<p>points, the clarity of the writing, and the conciseness of the text.</p> <p>c) In groups, learners select a real-world article or report and write a summary about specific information to be shared with a class or study group.</p> <p>d) In groups, learners explain the significance of the summary in helping others understand the key points without reading the entire text.</p>	<p>c) Assess learners' ability to summarise specific information from a real-world article or report. Focus on clarity, conciseness and coherency.</p>
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### Textual Analysis (خطوات التلخيص)

(12 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
<p>a. follow the steps of summary writing (خطوات التلخيص) to create clear and concise summaries of Arabic texts, demonstrating the ability to identify specific information and essential details.</p>	<p>a) In groups, learners practice each (خطوات التلخيص) step using a simple, short text. They highlight main ideas and key details, then discuss their choices with a partner.</p> <p>b) In pairs, learners exchange papers for review and feedback.</p> <p>c) Individually, each learner chooses an article or a story from a selection provided by the instructor and summarises the text focusing on the required specific information.</p>	<p>a) Observe learners during group work and individual practice to assess their ability to follow the (خطوات التلخيص) correctly.</p> <p>b) Converse with learners to assess learners' understanding of the summary process.</p> <p>c) Evaluate the learner's ability to summarise specific information from a text.</p>

### Summary Application (تطبيق التلخيص)

(12 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
<p>a) apply the techniques of summary writing to extract the required aspects of a text (معلومات خاصة) and, demonstrate the ability to extract essential information and key ideas from large passages. (u, s)</p>	<p>a) In groups, learners use longer passages or articles, read the text and highlight key ideas.</p> <p>b) In groups, learners annotate the text with notes that summarise each highlighted section.</p>	<p>a) Assess learners' ability to summarise specific information from a text. Provide timely feedback on the relevance and clarity of their annotations, emphasising the importance of capturing essential information.</p>

	<p>c) Individually, learners discuss their annotations in small groups to compare their selections.</p> <p>d) In groups, learners read a range of texts, such as news articles, essays, or excerpts from books and write summaries, focusing on precision.</p> <p>e) With a peer, learners exchange the summary, review and give feedback.</p> <p>f) In small groups, learners read and precisely extract specific information from a text.</p> <p>g) In groups, learners discuss and identify the essential information, supporting details, and key elements of the text.</p> <p>h) Groups present their summaries to the class, explaining their process and the techniques used.</p>	<p>b) Assess their ability to extract essential information and key ideas. Evaluate the clarity and accuracy of their summaries and provide timely feedback on their summarisation skills.</p> <p>c) Assess the group summaries and presentations to evaluate learners' ability to work collaboratively while summarising texts.</p> <p>d) Evaluate the effectiveness of their summary, clarity of their presentation, and their understanding of the significance of summarisation. Provide timely feedback on their collaborative and presentation skills.</p>
<p>b) clearly summarise a short text identifying specific information using cohesive supporting words (أولاً، ثم، (u, s) ف، أخيراً)</p>	<p>a) Learners read a text, identify specific information in a text and use cohesive words ( أولاً، ف، أخيراً ثم، ف).</p> <p>b) Collaboratively in groups, learners write a clear and concise summary using cohesive supporting words.</p> <p>c) Independently, learners write summary using cohesive supporting words.</p>	<p>a) Observe learners read a text and identify specific information.</p> <p>b) Assess their ability to identify specific information focusing on:</p> <ol style="list-style-type: none"> <li>i) clarity and conciseness,</li> <li>ii) accuracy,</li> <li>iii) logical organisation,</li> <li>iv) identification of main ideas and</li> <li>v) grammar.</li> </ol> <p>c) Converse with learners to assess their ability to write a clear and concise summary using cohesive supporting words.</p>



## Topic 9. Translation الترجمة

Duration: 28 Periods

**Competency:** The learner develops the skills necessary to translate basic texts accurately between Arabic and another language, focusing on comprehension, vocabulary, grammar, and cultural context.

**الكفاءة الموضوعية:** يتطور المتعلمون المهارات اللازمة لترجمة النصوص الأساسية بدقة بين اللغة العربية ولغة أخرى، مع التركيز على الفهم، والمفردات، والقواعد اللغوية، والسياق الثقافي.

### Introduction to Translation (مبادئ الترجمة)

(6 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) translate simple Arabic texts into target languages and vice versa, maintaining the original and contextual meaning. (u, s, v, a) ترجمة النصوص العربية البسيطة إلى اللغات المستهدفة والعكس، مع الحفاظ على المعنى والسياق الأصلي.	a) In groups, learners participate in sessions, ترجمة النصوص العربية البسيطة إلى اللغات المستهدفة والعكس، مع الحفاظ على المعنى والسياق الأصلي. translate simple Arabic texts into target language and vice versa, focusing on maintaining the original meaning and context during the translation process. These sessions can include various types of texts such as short stories, dialogues, and informational pieces. b) In groups, learners collaborate with peers in a workshop setting where they exchange translated texts. Each learner reviews a peer's translation, providing feedback on maintaining meaning and context. c) In pairs, learners role-play a translator, cultural mediator, or a dialogue participant. They translate simple Arabic texts during the role-play, ensuring the meaning and context are accurately conveyed.	a) Assess learners' ability to translate simple Arabic texts into target language and vice versa focusing on accuracy, and maintaining the original meaning and context. b) Evaluate learner's ability to convey nuances and cultural references appropriately in both languages. c) Converse with learners to evaluate their ability to translate texts focusing on preservation of the original meaning. d) Observe the role-play performances to assess learners' ability to translate simple Arabic texts focusing on maintaining context, and effective communication.
b) use appropriate vocabulary and	a) In groups, learners participate in translation exercises. They	a) Converse with learners to assess their ability to

<p>grammatical structures when translating, ensuring that the translations are linguistically correct and clear. (u, s)</p> <p>استخدام المفردات والتراكيب النحوية المناسبة عند الترجمة، لضمان أن تكون الترجمات صحيحة لغويًا وواضح.</p>	<p>translate sentences and short texts from Arabic into the target language and vice versa, focusing on using appropriate vocabulary and grammatical structures استخدام المفردات والتراكيب النحوية المناسبة عند الترجمة، لضمان أن تكون الترجمات صحيحة لغويًا وواضح.</p> <p>They revise translations based on feedback to improve clarity and correctness.</p> <p>b) In pairs, learners role-play scenarios where they simulate real-life translation tasks, such as translating dialogue in a conversation or interpreting written texts. They ensure that their translations are linguistically correct and clear during the role-play.</p>	<p>translate sentences and short texts from Arabic into the target language and vice versa; focusing on using appropriate vocabulary and grammatical structures.</p> <p>b) Converse with learners to assess their ability to translate dialogue in a conversation or interpret written texts focusing on vocabulary, fluency and grammatical structures.</p>
<p>c) recognise and incorporate التفاصيل الثقافية الثقافية nuances in their translations, demonstrating an understanding of the cultural context and ensuring that the translations are contextually appropriate and relevant. (u, s, v, a)</p>	<p>a) In groups, learners analyse various Arabic texts and target language translations to identify cultural nuances التفاصيل الثقافية الثقافية. Learners write a report on how cultural context is incorporated in the translations and the significance of these nuances in maintaining contextual appropriateness and relevance.</p> <p>b) Learners undertake projects, to translate culturally rich Arabic texts into the target language, ensuring that cultural references, idioms, and context-specific elements are accurately conveyed. They present translations along with an explanation of how they maintained cultural nuances.</p>	<p>a) Assess learners' ability to analyse Arabic texts to identify cultural nuances التفاصيل الثقافية الثقافية</p> <p>b) Assess their ability to recognise how cultural context is incorporated in the translations and the significance of these nuances in maintaining contextual appropriateness and relevance.</p> <p>c) Converse with learners to assess their ability to translate culturally rich Arabic texts into the target language, ensuring that cultural references, idioms, and context-specific elements are accurately conveyed.</p> <p>d) Converse with learners to assess their ability to</p>

	c) In pairs, learners role-play scenarios, as a translator in culturally diverse situations, such as translating conversations or texts that include cultural idioms and references. They focus on incorporating cultural nuances to ensure translations are contextually appropriate.	translate conversations or texts that include cultural idioms and references. Focus on incorporating cultural nuances to ensure translations are contextually appropriate.
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### Types of Translation (أنواع الترجمة)

(10 periods)

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<i>The learner should be able to:</i>		
a) perform literal (ترجمة حرفية) translations of simple Arabic texts into their target language, demonstrating an understanding of basic vocabulary and grammatical structures while preserving the original meaning of the text.	<p>a) In groups, learners engage in exercises to perform (ترجمة حرفية) literal translations of simple Arabic texts into target language.</p> <p>b) In groups, learners translate simple Arabic texts into target language and submit these translations for review.</p> <p>c) In pairs, learners role-play activities to translate simple Arabic texts during simulated real-life situations, such as customer service interactions or simple conversations.</p>	<p>a) Converse with learners to assess their ability to perform literal translation of simple Arabic texts into target language focusing on accuracy in vocabulary, grammar, and their success in preserving the original meaning of the text.</p> <p>b) Assess learners' ability to translate simple Arabic texts into the target language focusing on the use of vocabulary, grammatical structures, and the preservation of original meaning.</p> <p>c) Converse with learners to assess their ability to translate simple Arabic texts during simulated real-life situations. Focus on using basic vocabulary and grammatical structures to maintain the original meaning.</p>
b) translate Arabic texts interpretively, (ترجمة معنوية)	a) In groups, learners do exercises of translating Arabic texts interpretively (ترجمة معنوية). They focus on	a) Observe learners to assess their ability to translate Arabic texts interpretively (ترجمة معنوية). Focus on accuracy in conveying

<p>conveying the underlying meaning, and ensuring that the translated text is coherent and contextually appropriate. (u, s)</p>	<p>capturing the underlying meaning and intent of the text beyond a literal translation. This can include translating idiomatic expressions, cultural references, and nuanced language.</p> <p>b) <b>قارن بين الترجمة الحرفية والترجمة (المعنوية)</b> In groups, learners compare literal translations with interpretive translations of the same Arabic texts. They analyse how the interpretive approach changes the meaning, context, and readability of the text, then write a report on the findings.</p> <p>c) In pairs, learners role-play activities to simulate situations that require interpretive translation. For example, they might translate a dialogue in a cultural exchange setting or a text with idiomatic expressions. They ensure that the translations convey the intended meaning and cultural context.</p>	<p>the underlying meaning and intent, ensuring that the translated text is coherent and contextually appropriate.</p> <p>b) Evaluate the ability of learners to analyse literal translation and interpretive translation and how the two differ.</p> <p>c) Assess the role-play performances for the effectiveness of the interpretive translations, looking out for the learner's ability to convey the underlying meaning and maintain contextual appropriateness in dynamic, real-life scenarios.</p>
<p>c) adapt cultural references and idiomatic expressions to accurately reflect in the target language, demonstrating cultural awareness and sensitivity in their translations. (s,v,a)</p>	<p>a) In groups, learners translate Arabic texts that contain cultural references and idiomatic expressions. They focus on understanding the cultural context and finding equivalent expressions in the target language that convey the same meaning and cultural significance.</p> <p>b) Learners participate in workshops dedicated to understanding and translating cultural references and idiomatic expressions.</p>	<p>a) Observe learners to assess their ability to translate Arabic texts that contain cultural references and idiomatic expressions. Focus on understanding the cultural context and finding equivalent expressions in the target language that convey the same meaning and cultural significance.</p> <p>b) Evaluate the learner's translations for effectiveness in incorporating cultural nuances, and provide feedback on their understanding and application</p>

	<p>c) Learners practice translating various texts and receive feedback on how well they capture and convey cultural nuances in the target language.</p> <p>d) In pairs, learners role-play scenarios where they simulate real-life situations that involve translating conversations or texts rich in cultural references and idiomatic expressions.</p> <p>e) In groups, learners practice adapting these elements to ensure that their translations are contextually appropriate and culturally sensitive.</p>	<p>of cultural sensitivity in translations. Look out for the learner's progress and improvement in recognising and adapting cultural elements.</p> <p>c) Converse with learners to assess their ability to translate conversations or texts rich in cultural references and idiomatic expressions. Focus on cultural references and idiomatic expressions in dynamic, practical contexts.</p>
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## Methods of Translation (طرق الترجمة)

(12 periods)

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p><i>The learner should be able to:</i></p> <p>a) analyse the various methods of translation (طرق الترجمة), recognising the different techniques and approaches used to translate texts accurately and effectively. (u, s, v,a)</p>	<p>a) In groups, learners participate in a workshop where different methods of translation are explained, such as literal translation, free translation, and dynamic equivalence. Learners use each method on sample texts to understand applications and their effectiveness.</p> <p>b) In groups, learners write essays comparing different translation methods, discussing the advantages and disadvantages of each. Learners provide examples from the translation exercises to illustrate how each method</p>	<p>a) Observe learners to assess their ability to explain different methods of translation and use each method on sample texts to understand its application and effectiveness.</p> <p>b) Evaluate learners' ability to write essays comparing different translation methods, discussing the advantages and disadvantages of each.</p> <p>c) Converse with learners to assess their ability to translate in different</p>

	<p>can be applied and the results achieved.</p> <p>c) In pairs, learners engage in role-play scenarios to act as translators in different contexts, using various translation methods to handle specific translation tasks. For example, they use literal translation for legal documents and dynamic equivalence for literary texts.</p>	<p>contexts, using various translation methods to handle specific translation. Focus on learners' ability to select and apply the most suitable technique based on the context and type of text.</p>
<p>b) apply different methods of translation to various texts, demonstrating their ability to choose and use the appropriate technique based on the context, purpose, and type of text.</p>	<p>a) In groups, learners translate various types of texts (e.g., legal documents, literary excerpts, technical manuals) using different translation methods such as literal translation, free translation, and dynamic equivalence.</p> <p>b) In groups, learners select the most appropriate method based on the context, purpose, and type of text, and justify their choices.</p> <p>c) In pairs, learners study case examples of translated texts that utilise different translation methods.</p> <p>d) In pairs, learners analyse the effectiveness of each method in maintaining meaning, context, and readability, then apply these insights to their own translation tasks, choosing the appropriate method for new texts.</p> <p>e) In pairs, learners engage in role-play scenarios, tasked with translating texts in various real-life situations (e.g., business meetings, cultural exchanges, technical instructions).</p>	<p>a) Assess learners' ability to translate various types of texts using the most appropriate method based on the context, purpose, and type of text, and they justify their choices focusing on accuracy and appropriateness of the chosen methods.</p> <p>b) Converse with learners to evaluate their ability to analyse the effectiveness of each method of translation in maintaining meaning, context, and readability.</p> <p>c) Observe learners to assess their ability to apply different translation methods depending on the context of scenario. Focus on learners' ability to adapt their translation techniques to different contexts and effectively communicate their reasoning.</p>

	<p>f) In pairs, learners apply different translation methods depending on the scenario and explain their choices to peers or an instructor.</p>	
<p>c) effectively use translation methods that are linguistically accurate and culturally sensitive, emphasizing precision and cultural awareness to improve overall competency. (u, s, v, a)</p>	<p>a) In groups, learners translate various types of Arabic texts using different translation methods, such as literal translation, free translation, and dynamic equivalence. They focus on ensuring that the translations are both linguistically correct and culturally sensitive, considering the context and purpose of each text.</p> <p>b) In groups, learners attend workshops focusing on understanding cultural nuances in translation. They translate culturally rich texts and receive feedback on how to incorporate cultural context and sensitivity into their translations.</p> <p>c) In pairs, learners engage in role-play activities to simulate real-life translation tasks in various sociocultural contexts. They use different translation methods to handle texts, ensuring that translations are linguistically correct and culturally sensitive.</p>	<p>a) Assess learners' ability to translate various types of Arabic texts using different translation methods. Focus on ensuring that the translations are both linguistically correct and culturally sensitive, considering the context and purpose of each text.</p> <p>b) Converse with learners to assess their ability to translate culturally rich texts while incorporating cultural context and sensitivity into their translations. Focus on maintaining the original text while ensuring that it is contextually appropriate and relevant in the target language.</p> <p>c) Observe learners to assess their ability to use different translation methods to translate texts, ensuring that translations are linguistically correct and culturally sensitive. Focus on effective use of the translation methods to enhance overall communicative and sociocultural competency.</p>

**Topic 10. Poetry II الشعر**
**Duration: 32 Periods**

**Competency:** The learner evaluates the Arabic poetry of the pre-Islamic, Islamic, Abbasid and modern eras in terms of themes, styles, and cultural significance.

**الكفاءة الموضوعية:** يقيم المتعلم الشعر العربي في العصور الجاهلية والإسلامية والعباسية والحديثة من حيث الموضوعات والأساليب والأهمية الثقافية.

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) analyse the poetry works of الخنساء (Al-Khansa'), (في الرثاء), كعب بن زهير (Ka'b bin Zuhair) البحتري (في مدح الرسول) (Al-Buh'turi) (في وصف الربيع) أحمد شوقي (Ahmad Shauqi), their life experiences and how they conveyed messages through literary works. (u, v, a)	a) In groups, learners discuss the central themes of mourning, wisdom, and life experiences in each excerpt from the works of الخنساء (Al-Khansa'), (في) كعب بن زهير الرثاء (Ka'b bin Zuhair) البحتري (في مدح الرسول) (Al-Buh'turi) (في وصف الربيع) أحمد شوقي (Ahmad Shauqi), b) In groups, learners write a comparative essay that explores the themes of mourning, wisdom, and life experiences in the poetry of الخنساء (Al-Khansa'), (في) كعب بن زهير الرثاء (Ka'b bin Zuhair) البحتري (في مدح الرسول) (Al-Buh'turi) (في وصف الربيع) أحمد شوقي (Ahmad Shauqi). c) Peers exchange essays and provide constructive feedback. d) In pairs, learners create a multimedia project that illustrates the themes in the works of الخنساء (Al-Khansa'), (في الرثاء), كعب بن زهير (Ka'b bin Zuhair)	a) Converse with learners discussing the poetry works of Al-Khansa' and Zuheir ibn Abi Sulma, to assess their ability to analyse the central themes. b) Assess learners' ability to make comparative analysis of الخنساء (Al-Khansa'), (في) كعب بن زهير الرثاء (Ka'b bin Zuhair) البحتري (في مدح الرسول) (Al-Buh'turi) (في وصف الربيع) أحمد شوقي (Ahmad Shauqi), c) Evaluate learners' ability to use multimedia project to convey themes such as mourning, wisdom, and life experiences. Focus on creativity, depth of analysis, and accuracy in depicting literary works.



	<p>(Al-Buh'turi (في مدح الرسول) باحتري (في وصف الربيع) أحمد شوقي (إلى الشباب): (Ahmad Shauqi),</p> <p>e) Learners use digital storytelling, artwork, or video to depict how themes such as mourning, wisdom, and life experiences are conveyed. They present their projects to the class and explain their creative choices.</p>	
<p>d) analyse the rhetorical aspects الملامح البلاغية in the poetry of الخنساء (Al-Khansa'), (في كعب بن الرثاء كعب بن زهير (Ka'b bin Zuhair) البحتري (في مدح الرسول) (Al-Buh'turi) (في وصف الربيع) أحمد شوقي (إلى الشباب): (Ahmad Shauqi), value, cultural and historical context of their works, enhancing overall communicative and sociocultural competency. (s, v, a)</p>	<p>a) In groups, learners analyse the rhetorical aspects from the selected poetry excerpts of الخنساء (Al-Khansa'), كعب بن زهير (Ka'b bin Zuhair), البحتري (Al-Buh'turi), أحمد شوقي (إلى الشباب): (Ahmad Shauqi), such as metaphors, similes, imagery, repetition, and parallelism.</p> <p>b) Learners present their analysis to the class.</p> <p>c) In groups, learners use library resources or ICT to write a brief explanation of about 50 words on how cultural and historical context of the works contributes to the overall impact of rhetorical devices in the poetry of الخنساء (Al-Khansa'), كعب بن زهير (Ka'b bin Zuhair), البحتري (Al-Buh'turi), أحمد شوقي (إلى الشباب): (Ahmad Shauqi).</p>	<p>a) Assess learners' ability to analyse rhetorical aspects and explain their significance in the context of the prose. Provide feedback on their analytical depth and clarity of expression.</p> <p>b) Assess learners' ability to demonstrate through writing how the cultural and historical context of the works contributes to the overall impact of the rhetorical devices.</p>

## Senior Six Term One

### Topic 11. Grammar II

**Duration:** 12 Periods

**Competency:** The learner develops the ability to appreciate and use different forms of emphasis to make their spoken and written communication more effective. The learner also gains a good understanding of الاستثناء (exception), including its parts, tools, rules, and types.

#### Emphasis Al-Tawkid التوكيد

(12 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) understand and recognise the different types of emphasis in Arabic grammar, specifically verbal emphasis (التوكيد اللفظي) and meaning emphasis (التوكيد المعنوي).	a) In groups, learners use concepts of verbal (التوكيد اللفظي) and meaning emphasis (التوكيد المعنوي). b) Learners use visual aids and sentence examples provided by the teacher to illustrate both types of emphasis. They discuss to recognise the differences and functions of each type of emphasis. c) In groups, learners use a series of sentences containing different types of emphasis to identify whether each sentence uses verbal or meaning emphasis. d) In groups, learners explain their reasoning, then they write reports. This exercise will help learners practice distinguishing between the two types of emphasis. e) In small groups, learners are assigned a set of sentences containing various types of emphasis. Each group analyses the sentences and prepares a presentation explaining the types of emphasis used and their effects on meaning.	a) Converse with learners in an interactive discussion. b) Assess their understanding and accuracy in distinguishing between verbal (التوكيد اللفظي) and meaning emphasis (التوكيد المعنوي). c) Observe learners analyse both types of emphasis. d) Assess learners' written reports analysing the use of emphasis in provided sentences. e) Evaluate their ability to explain the types of emphasis and its effect on meaning. f) Assess the group presentations for accuracy, clarity, and depth of analysis.
b) explain the different forms of the توكيد (heavy and light) rules	a) In groups, learners discuss the forms of توكيد (heavy and light) rules for attaching them to verbs. b) In groups, learners use visual aids and sample sentences provided by the	a) Observe learners discuss forms and usage of توكيد in sentences. b) Assess their understanding and

<p>governing their attachment to verbs. (u, s)</p>	<p>teacher to discuss the usage of both forms. They engage in exercises to practice identifying and using نون التوكيد correctly.</p> <p>c) In groups, learners use a series of sentences containing verbs with نون التوكيد to identify whether the sentences use the heavy or light form and explain the rules governing their usage.</p> <p>d) In a role-play activity, learners create dialogues using verbs with نون التوكيد.</p> <p>e) A learner is assigned specific verbs to use in their dialogues, ensuring they apply the correct form of نون التوكيد. Perform their dialogues and discuss their choices.</p>	<p>accuracy in recognizing the forms.</p> <p>c) Assess learners' written reports, analysing the usage of نون التوكيد in the provided sentences.</p> <p>d) Evaluate their ability to explain the form used and the rules governing its attachment to verbs.</p> <p>e) Assess learners' role-play performances for accuracy in using the correct forms of نون التوكيد.</p> <p>f) Evaluate their ability to apply the rules in context.</p>
<p>c) develop the ability to construct and accurately use نون التوكيد in sentences, enhancing their linguistic proficiency and appreciating the importance of precise language use in effective communication. (u, s)</p>	<p>a) In groups, learners use a list of verbs to construct sentences using نون التوكيد forms. They share their sentences with the class and explain their choices, focusing on the importance of precise language use in effective communication.</p> <p>b) In peer review sessions, learners exchange constructed sentences with a partner and evaluate their partners' sentences for grammatical accuracy and provide constructive feedback. They discuss any errors and suggest improvements.</p> <p>c) In groups, learners write a short story or a descriptive paragraph that includes multiple instances of نون التوكيد. Learners use these forms creatively and accurately within their writing. They share work with the class and discuss how they incorporated نون التوكيد.</p>	<p>a) Assess learners' ability to construct sentences with grammatical accuracy and correct usage of نون التوكيد.</p> <p>b) Evaluate the quality of feedback given during peer review sessions. Assess learners' ability to provide constructive feedback on their partner's sentences and incorporate suggestions into their revisions.</p> <p>c) Assess learners' creative writing assignments for accurate and creative use of نون التوكيد.</p> <p>d) Evaluate the clarity, coherence, and effectiveness of their writing, as well as their ability to incorporate grammatical forms seamlessly.</p>

**Conditional Articles (Adawát Al-shar't) أدوات الشرط**

(12 periods)

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) identify and differentiate أدوات الشرط الجازمة (jussive conditional tools) and أدوات الشرط غير الجازمة (non-jussive conditional tools) their forms and functions within sentences. (u,s)	a) In a workshop, learners are introduced to أدوات الشرط الجازمة (jussive conditional tools) and أدوات الشرط غير الجازمة (non-jussive conditional tools). b) In groups, learners are provided with visual aids and sample sentences to discuss and illustrate their forms and functions within sentences. c) In groups, learners use series of sentences containing different conditional tools to identify whether each sentence uses jussive or non-jussive conditional tools and explain their reasoning and write reports. d) In small groups, learners are assigned sets of sentences containing different conditional tools. They analyse the sentences and prepare a presentation explaining the types of conditional tools used and their effects on meaning.	a) Probe learners through quizzes and guiding questions to identify whether sentences use jussive or non-jussive conditional tools. Assess their understanding and accuracy in distinguishing between the two types. b) Assess learners' written reports analysing the use of conditional tools in provided sentences. Evaluate their ability to explain the type of conditional tool and its effect on meaning. c) Assess the group presentations for accuracy, clarity, and depth of analysis. Evaluate their ability to identify and explain the types of conditional tools used in sentences.
b) use أدوات الشرط الخاصة بأساليب معينة (conditional tools specific to certain expressions): Analyse and apply the rules governing the use of specific conditional tools and understand their grammatical	a) In groups, learners discuss the specific conditional tools ( أدوات الشرط ) unique to certain sentence structures and expressions. b) In groups, learners use visual aids and sample sentences to illustrate the usage and rules of these tools. They engage in exercises to practice identifying and applying these tools correctly and write reports. c) Learners use series of sentences requiring the use of specific conditional tools to analyse the sentences and apply the correct conditional tools, explaining the rules governing their usage.	a) Converse with learners by administering quizzes and guiding questions that require learners to apply specific conditional tools to sentences. Assess their understanding and accuracy in using the correct tools according to the rules. b) Evaluate learners' written reports analysing the usage of specific conditional tools in provided sentences. Assess their ability to explain the rules governing their

<p>applications. (u,s)</p>	<p>d) In a role-play activity, learners create dialogues using sentences that require specific conditional tools. Each is assigned certain conditional tools to use in their dialogues, ensuring that they apply the rules correctly. They perform dialogues and discuss their choices.</p>	<p>usage and apply the correct tools. c) Observe learners to assess their ability to apply the rules in context and construct grammatically correct sentences. Focus on accuracy in using specific conditional tools.</p>
<p>c) develop the ability to construct and use various conditional tools (أدوات الشرط) accurately in different sentence contexts. (u, s, v, a)</p>	<p>a) In groups, learners use a list of conditional tools and construct sentences using these tools accurately. They share their sentences with the class and explain their choices, focusing on the importance of precise language use. b) In a peer review session, learners exchange the constructed sentences with a partner. Each learner evaluates their partner's sentences for grammatical accuracy and provide constructive feedback. Discuss any errors and suggest improvements. c) In groups, learners write short stories or descriptive paragraphs that include multiple instances of various conditional tools. Learners use these tools creatively and accurately within their writing. Learners share their work with the class and discuss how they incorporated the conditional tools.</p>	<p>a) Assess learners' ability to construct sentences using conditional tools focusing on grammatical accuracy and correctness. Provide feedback on their sentence construction skills and areas for improvement. b) Converse with learners to evaluate the quality of feedback given during peer review sessions. Assess learners' ability to provide constructive feedback on their partners' sentences and incorporate suggestions into their revisions. c) Assess learners' creative writing assignments for accurate and creative use of conditional tools. Evaluate the clarity, coherence, and effectiveness of their writing, as well as their ability to incorporate grammatical forms.</p>

**Competency:** Learners understand and apply the concept of الاستثناء (exception) in Arabic including its components, tools, rules and types.

الكفاءة الموضوعية: سيفهم المتعلمون ويطبقون مفهوم الاستثناء في اللغة العربية بما في ذلك أركانه، وأدواته، وقواعده، وأنواعه.

**Exceptions الاستثناء (Al-is'tithiná)**

(6 periods)

<b>Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) understand and recognise the key elements أركان الاستثناء that constitute an exception in Arabic grammar, including the مستثنى (the excluded element), مستثنى منه (the reference group), and the أدوات الاستثناء (tools of exception). (u, s)	a) In a workshop, learners respond to quizzes and guiding questions that introduce them to the key elements of exception in Arabic grammar, including مستثنى (the excluded element), مستثنى منه (the reference group), and the أدوات الاستثناء (tools of exception). Learners use the provided visual aids and sample sentences to discuss and illustrate these elements. Learners engage in interactive discussions and exercises to help them recognize and understand the roles of each element. b) They use provided series of sentences containing exceptions to identify the أدوات الاستثناء, مستثنى منه, and مستثنى in each sentence. c) In small groups, learners analyse sets of sentences containing exceptions. Each group analyses the sentences to identify the مستثنى منه, مستثنى, and أدوات الاستثناء. They create a presentation to explain their findings to the class.	a) Probe learners with quizzes and guiding questions that require them to identify the أدوات, مستثنى منه, and مستثنى in given sentences. Assess their understanding and accuracy in recognising the key elements of exception. b) Assess learners' written reports analysing the key elements of exception in provided sentences. Evaluate their ability to identify and explain the أدوات, مستثنى منه, and مستثنى. c) Assess the group presentations for accuracy, clarity, and depth of analysis. Evaluate their ability to identify and explain the key elements of exception in sentences.
b) analyse the قواعد الاستثناء (rules of exception) and identify أنواع الاستثناء (types of exception). analyse and classify different types of exceptions, such as الاستثناء التام المثبت (complete and affirmative)	a) In groups, learners respond to quizzes and guiding questions that require them to classify different types of exceptions and explain their rules, such as الاستثناء التام المثبت (complete and affirmative exception), الاستثناء التام المنفي (complete and negative exception), and الاستثناء الناقص (incomplete exception). b) In groups, learners use visual aids and sample sentences to illustrate the rules and types. Learners do more	a) Converse with learners by administering quizzes and guiding questions that require learners to classify different types of exceptions and explain their rules. Assess their ability to correctly categorise exceptions and apply the rules. b) Evaluate learners' written reports analysing the different types of

<p>exception), الاستثناء التام المنفي (complete and negative exception), الاستثناء الناقص (incomplete exception), and explain the rules governing their usage in sentences. (u, s)</p>	<p>practice identifying and classifying exceptions correctly.</p> <p>c) In groups, learners use a series of sentences containing different types of exceptions to classify each sentence according to its type and explain the rules governing its usage. This exercise will help learners practice recognising and understanding the different types of exceptions. Learners write reports.</p> <p>d) In a discussion, learners compare the different types of exceptions and their rules. They identify similarities and differences between الاستثناء التام المثبت, الاستثناء التام المنفي, and الاستثناء الناقص.</p> <p>e) In groups, learners discuss the significance of each type and when to use them. They write reports.</p>	<p>exceptions in provided sentences. Evaluate their ability to classify the exceptions and explain the rules governing their usage.</p> <p>c) Assess learners' written essays comparing the different types of exceptions and their rules. Assess their ability to apply different types of exceptions.</p>
<p>c) develop the ability to construct and use أدوات الاستثناء accurately in various sentence contexts. (u, s, v, a)</p>	<p>a) In groups, learners use a list of sentences that lack clarity due to the incorrect or absent use of أدوات الاستثناء (tools of exception). Learners rewrite these sentences correctly by incorporating appropriate tools of exception and clearly identifying حالات إعراب المستثنى (the grammatical status of the excluded element). After rewriting, they share their corrected sentences with the class and discuss the improvements made.</p> <p>b) In a grammar game, learners work in teams to correctly use أدوات الاستثناء in given sentences. They use flashcards with sentences that need tools of exception and challenge learners to rewrite the sentences correctly within a limited time. The team with the most correctly revised sentences wins the game. This activity promotes teamwork, quick thinking, and mastery of grammatical concepts.</p> <p>c) In groups, learners write short paragraphs or essays incorporating</p>	<p>a) Observe learners' re-written sentences for grammatical accuracy and correct usage of أدوات الاستثناء. Evaluate their ability to identify and apply the appropriate tools of exception and accurately determine حالات إعراب المستثنى. Provide feedback on their sentence construction skills and areas for improvement.</p> <p>b) Converse with learners in the interactive grammar games. Assess their ability to correctly use أدوات الاستثناء under time constraints. Assess the accuracy and clarity of their revised sentences and provide feedback on their quick thinking and application skills.</p> <p>c) Assess the quality of feedback given during peer</p>

	<p>multiple أدوات الاستثناء. In pairs, they exchange their writings and evaluate each other's use of tools of exception, providing constructive feedback on grammatical accuracy and clarity. Learners then revise their work based on the feedback received.</p>	<p>review sessions. Evaluate learners' ability to provide constructive feedback on their peers' use of أدوات الاستثناء and how well they incorporate peer suggestions into their revisions. Provide feedback on their collaborative skills and understanding of grammatical concepts.</p>
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## Topic 12. Islamic Era العصر الإسلامي

النثر Prose

**Duration:** 24 Periods

**Competency:** The learner explains the characteristics of Arabic prose from the Islamic era, demonstrates an understanding of its themes, styles, and cultural significance.

يشرح المتعلمون خصائص النثر العربي في العصر الإسلامي، موضحين فهمهم لموضوعاته: الكفاءة الموضوعية وأساليبه وأهميته الثقافية.

### Prophet Muhammad (PBUH) on the Rights of a Muslim (8 Periods)

محمد رسول الله صلى الله عليه وسلم في حق المسلم

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) analyse the personality of Prophet Muhammad (PBUH) شرح شخصية النبي محمد صلى الله عليه وسلم, understand his significant qualities and virtues as reflected in his life and teachings. (v,a)	a) In groups, learners write an essay describing the personality of Prophet Muhammad (PBUH). The essay highlights his significant qualities and virtues as reflected in his life and teachings. b) In pairs, learners role-play recreating significant events from the life of Prophet Muhammad (PBUH) that reflect his qualities and virtues. This exercise involves acting out scenarios that highlight his character traits.	a) Evaluate the ability of learners to describe the personality of Prophet Muhammad (PBUH). Focus on his significant qualities and virtues as reflected in his life and teachings. b) Observe the role-play to assess the ability of learners to recreate significant events from the life of Prophet Muhammad (PBUH) that reflect his qualities and virtues. Focus on the conveyance of



	<p>c) In groups, learners analyse the significant qualities and virtues of Prophet Muhammad (PBUH). Each participant shares their interpretation and engages in a collaborative analysis of his personality.</p>	<p>moral lessons from his actions.</p> <p>c) Observe learners in the discussion to assess their ability to analyse the significant qualities and virtues of Prophet Muhammad (pbuh).</p>
<p>b) analyse the themes, and purpose of Prophet Muhammad's (PBUH) prose, central message in his teachings and how these are conveyed through his literary and rhetorical works. (u, v, a)</p>	<p>a) In groups, learners write an essay analysing the themes and purposes of Prophet Muhammad's (PBUH) prose, focusing on central messages such as compassion, justice, and humility; and explain how these are conveyed through his literary and rhetorical works.</p> <p>b) In groups, learners conduct a comparative analysis of different pieces of prose by Prophet Muhammad (PBUH), identifying recurring themes and purpose. They compare how these themes are conveyed through various rhetorical techniques.</p> <p>c) In groups, learners deliver presentations on the central messages in Prophet Muhammad's (PBUH) teachings, explaining how these messages are conveyed through his prose.</p>	<p>a) Evaluate learners' ability to analyse the central themes and purposes of Prophet Muhammad's (PBUH) prose, focusing on central messages in his teaching such as compassion, justice, and humility, and explain how these are conveyed through his literary and rhetorical works.</p> <p>b) Assess learners' ability to conduct a comparative analysis of different pieces of prose by Prophet Muhammad (PBUH), identifying recurring themes and purposes. Focus on how these themes are conveyed through various rhetorical techniques.</p> <p>c) Converse with learners to assess their ability to demonstrate how Prophet Muhammad's (PBUH) teachings, and messages are conveyed through his prose.</p>
<p>c) analyse the rhetorical aspects (الملامح البلاغية) in the prose of Prophet Muhammad (PBUH), appreciate the literary techniques used, value</p>	<p>a) In groups, learners write an essay analysing the rhetorical aspects (الملامح البلاغية) in the prose of Prophet Muhammad (PBUH), focusing on identifying and explaining the</p>	<p>a) Assess learners' ability to analyse the rhetorical aspects (الملامح البلاغية) in the prose of Prophet Muhammad (PBUH). Focus on the use of literary</p>

<p>the cultural and historical significance of his teachings to enhance the overall communication and sociocultural competency. (u, s, v, a)</p>	<p>use of literary techniques such as metaphors, similes, and parallelism; and discuss their impact on the meaning and effectiveness of his teachings.</p> <p>b) In groups, learners analyse the rhetorical techniques in the prose of Prophet Muhammad (PBUH). Each group prepares a presentation on one specific rhetorical aspect, explaining how it enhances the message and significance of his teachings.</p> <p>c) In groups, learners create a multimedia project (such as a video, digital artwork, or an illustrated booklet) that interprets the rhetorical techniques used in the prose of Prophet Muhammad (PBUH). The project should include visuals and annotations explaining the literary and rhetorical elements.</p>	<p>techniques such as metaphors, similes, parallelism and their impact on meaning.</p> <p>b) Converse with learners to assess their ability to analyse the rhetorical techniques in the prose of Prophet Muhammad (PBUH). Focus on how rhetoric aspects enhance the message.</p> <p>c) Evaluate the ability of learners to interpret the rhetorical techniques used in the prose of Prophet Muhammad (PBUH). Focus on creativity, meaningful interpretations, clarity of connections between visuals and rhetorical techniques.</p>
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## Caliph Uth'man Bin Affan on Humility, Fairness, Mercy and Values

(8 Periods)

(الخليفة عثمان بن عفان: حكمة عن التواضع والعدل والرحمة)

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p><i>The learner should be able to:</i></p> <p>a) describe the character of Caliph Uthman bin Affan (الخليفة عثمان بن عفان), understand his significant qualities and virtues as reflected in his life and teachings, especially</p>	<p>a) In groups, learners write an essay describing the character of Caliph Uthman bin Affan (RA). The essay should highlight his significant qualities and virtues, especially related to humility, justice, and</p>	<p>a) Evaluate the ability of learners to describe the character of Caliph Uthman bin Affan (RA). Focus on his significant qualities and virtues, especially related to humility, justice, and</p>

<p>related to humility, justice, and mercy. (u, v, a)</p>	<p>mercy, as reflected in his life and teachings.</p> <p>b) In pairs, learners participate in role-plays where they recreate significant events from the life of Caliph Uthman bin Affan (RA) that reflect his qualities and virtues.</p> <p>c) In groups, learners analyse the significant qualities and virtues of Caliph Uthman bin Affan (RA). Each participant shares their interpretation and engages in a collaborative analysis of his personality.</p>	<p>mercy, as reflected in his life and teachings.</p> <p>b) Observe learners to assess their ability to recreate significant events from the life of Caliph Uthman bin Affan (RA) that reflect his qualities and virtues. Focus on ability to convey moral lessons from his actions.</p> <p>c) Observe learners to assess their ability to analyse the significant qualities and virtues of Caliph Uthman bin Affan (RA). Focus on articulation of ideas and interpretation.</p>
<p>b) analyse the themes and purposes of Caliph Uthman bin Affan's prose, describe central messages such as humility, justice, mercy, and how these themes are conveyed through his literary and rhetorical works. (u, s, v, a)</p>	<p>a. In groups, learners write an essay analysing the themes and purposes of Caliph Uthman bin Affan's (RA) prose. The essay should focus on central messages such as humility, justice, and mercy, and explain how these are conveyed through his literary and rhetorical works.</p> <p>b. In groups, learners conduct a comparative analysis of different pieces of prose by Caliph Uthman bin Affan (RA), identifying recurring themes and purposes. They should compare how these themes are conveyed through various rhetorical techniques.</p> <p>c. In groups, learners deliver a presentation on the central messages in Caliph Uthman bin Affan's (RA) teachings, explaining how</p>	<p>a. Evaluate learners' ability to analyse the themes and purposes of Caliph Uthman bin Affan's (RA) prose focusing on central messages such as humility, justice, and mercy.</p> <p>b. Assess learners' ability to analyse different pieces of prose by Caliph Uthman bin Affan (RA), focusing on recurring themes and purposes.</p> <p>c. Converse with learners to assess their ability to demonstrate how Caliph Uthman bin Affan's (RA) central messages are conveyed through his prose. Focus on central messages and rhetorical techniques.</p>

	<p>these messages are conveyed through his prose. The presentation should include examples and analysis of rhetorical techniques used.</p>	
<p>c) analyse the rhetorical aspects (الملامح البلاغية) in the prose of Caliph Uthman bin Affan, appreciate the literary techniques used, value, cultural and historical significance of his teachings to enhance the overall communicative and sociocultural competency. (u, s, v, a)</p>	<p>a) In groups, learners write an essay analysing the rhetorical aspects (الملامح البلاغية) in the prose of Caliph Uthman bin Affan (RA) and discuss their impact on the meaning and effectiveness of his teachings.</p> <p>b) In groups, learners analyse the rhetorical techniques in the prose of Caliph Uthman bin Affan (RA). Each group prepares a presentation on one specific rhetorical aspect, explaining how it enhances the message and significance of his teachings.</p> <p>c) In groups, learners create a multimedia project (such as a video, digital artwork, or an illustrated booklet) that interprets the rhetorical techniques used in the prose of Caliph Uthman bin Affan (RA). The project should include visuals and annotations explaining the literary and rhetorical elements.</p>	<p>a) Evaluate learners' ability to analyse the rhetorical aspects (الملامح البلاغية) in the prose of Caliph Uthman bin Affan (RA) focusing on the use of literary techniques such as metaphors, parallelism, and rhetorical questions.</p> <p>b) Assess learners' ability to analyse the rhetorical techniques in the prose of Caliph Uthman bin Affan (RA), focus on how rhetorical techniques enhance the message and significance of his teachings.</p> <p>c) Evaluate learners' ability to interpret the rhetorical techniques used in the prose of Caliph Uthman bin Affan (RA). Focus on creativity, accuracy and clear connections between visuals and rhetorical techniques.</p>

**Caliph Umar Bin Khattab and His Letter to Abi Musa Al-Sh'ari (8 Periods)**

رسالة عمر بن الخطاب إلى أبي موسى الأشعري

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
<p>a) analyse the character of Caliph Umar bin Khattab, خليفة عمر بن الخطاب, demonstrate his significant qualities and virtues, especially as conveyed in his letter to Abu Musa al-Ash'ari. (u, v, a)</p>	<p>a) In groups, learners write an essay describing the character of خليفة عمر بن الخطاب Caliph Umar bin Khattab (RA). The essay should highlight his significant qualities and virtues, especially as conveyed in his letter to Abu Musa al-Ash'ari.</p> <p>b) Learners participate in role-play activities where they recreate significant events from the life of Caliph Umar bin Khattab (RA) that reflect his qualities and virtues. This exercise involves acting out scenarios based on his letter to Abu Musa al-Ash'ari.</p> <p>c) Learners participate in a discussion circle where they analyse and discuss the significant qualities and virtues of Caliph Umar bin Khattab (RA).</p> <p>d) Each participant shares their interpretation and engages in a collaborative analysis of his personality, especially focusing on his letter to Abu Musa al-Ash'ari.</p>	<p>a) Evaluate learners' ability to analyse the character of خليفة عمر بن الخطاب his significant qualities and virtues especially as conveyed in his letter to Abu Musa al-Ash'ari. Focus on depth of analysis, use of textual evidence, and clarity of expression.</p> <p>b) Converse with learners in their role-play performance to assess their ability to recreate significant events from the life of Caliph Umar bin Khattab (RA) that reflect his qualities, virtues and actions.</p> <p>c) Observe learners to assess their ability to discuss the significant qualities and virtues of Caliph Umar bin Khattab (RA). Focusing on leadership, justice and humility.</p>
<p>b) analyse the themes and purposes of خليفة عمر بن الخطاب Caliph Umar bin Khattab's prose, and understand how these themes are conveyed through his literary and</p>	<p>a) In groups, learners write an essay analysing the themes and purposes of خليفة عمر بن الخطاب Caliph Umar bin Khattab's (RA) prose. The essay should focus on central messages such as justice, humility, leadership, and explain how these themes are conveyed through his literary and rhetorical</p>	<p>a) Evaluate learners' ability to analyse the themes, essay for depth of theme and purposes of خليفة عمر بن الخطاب Caliph Umar bin Khattab's (RA) prose. Focus on central messages such as justice, humility, and leadership; analysis of; use</p>

<p>rhetorical works. (u, v, a)</p>	<p>works, particularly in his letter to Abu Musa al-Ash'ari.</p> <p>b) In groups, learners conduct a comparative analysis of different pieces of prose by <b>خليفة عمر بن الخطاب</b> Caliph Umar bin Khattab (RA), identifying recurring themes and purposes. They should compare how these themes are conveyed through various rhetorical techniques.</p> <p>c) In groups, learners prepare and deliver a presentation on the central messages in Caliph Umar bin Khattab's (RA) teachings, explaining how these messages are conveyed through his prose. The presentation should include examples and analysis of rhetorical techniques used, focusing on his letter to Abu Musa al-Ash'ari.</p>	<p>of textual evidence and clarity of argumentation.</p> <p>b) Assess learners' ability to conduct a comparative analysis of different pieces of prose by <b>خليفة عمر بن الخطاب</b> Caliph Umar bin Khattab (RA), identifying recurring themes and purposes.</p> <p>c) Converse with learners to assess their ability to explain how the central messages in Caliph Umar bin Khattab's (RA) teachings, are conveyed through his prose. Focus on coherence, depth of analysis, effective communication of ideas, and detailed analysis of rhetorical techniques.</p>
<p>c) analyse the rhetorical aspects (الملامح البلاغية) in the prose of Caliph Umar bin Khattab, appreciate the literary techniques used, value the cultural and historical significance of his teachings, enhance the overall communicative and sociocultural competency. (u, v, a)</p>	<p>a) In groups, learners write an essay analysing the rhetorical aspects (الملامح البلاغية) in the prose of Caliph Umar bin Khattab (RA). The essay should focus on identifying and explaining the use of literary techniques such as metaphors, parallelism, rhetorical questions and discuss their impact on the meaning and effectiveness of his teachings.</p> <p>b) Learners participate in a group discussion to analyse the rhetorical techniques in the prose of <b>خليفة عمر بن الخطاب</b> Caliph Umar bin Khattab (RA).</p> <p>c) Each group prepares a presentation on one specific rhetorical aspect, explaining how it enhances the message and significance of his teachings.</p> <p>d) In groups, learners create a multimedia project (such as a</p>	<p>a) Evaluate learners' ability to analyse the rhetorical aspects (الملامح البلاغية) in the prose of Caliph Umar bin Khattab (RA). Focus on identifying and explaining the use of literary techniques.</p> <p>b) Assess learners' ability to analyse the rhetorical techniques in the prose of <b>خليفة عمر بن الخطاب</b> Caliph Umar bin Khattab (RA), explaining how it enhances the message and significance of his teachings.</p> <p>c) Converse with learners to assess their ability to interpret the rhetorical techniques used in the prose of Caliph Umar bin Khattab (RA). Focus on</p>

	video, digital artwork, or an illustrated booklet) that interprets the rhetorical techniques used in the prose of Caliph Umar bin Khattab (RA). The project should include visuals and annotations explaining the literary and rhetorical elements.	creativity, originality, coherence of visual elements with the textual analysis, and clarity of annotations, techniques, and well-explained annotations.
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### Topic 13. Arabic Literature **العصر العباسي: The Abbasid Era** (الأدب العربي)

**Duration:** 42 Periods

**Competency:** The learner describes the character of the authors of the Abbasid Era and explains the common characteristics and significance of their prose, demonstrating an understanding of their contributions to Arabic literature and cultural heritage.

**الكفاءة الموضوعية:** يصف المتعلمون شخصية مؤلفي العصر العباسي ويشرحون الخصائص المشتركة وأهمية نثرهم، مما يوضح فهمهم لإسهاماتهم في الأدب العربي والتراث الثقافي.

#### Prose (النثر)

#### The work system by Ibn Al-Muqaffa'a **نظام العمل لابن المقفع** (20 Periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) describe the character of Ibn Muqaffa'a, understanding his significant qualities and contributions as reflected in his literary works. (شخصية ابن مقفع وموقفه في ساحة الأدب العربي)، (u, s, v, a)	a) In groups, learners read about the life and character of Ibn Muqaffa'a (حياة وشخصية (ابن مقفع)). They use biographical texts and historical resources to highlight his significant qualities and contributions. b) In groups, learners discuss Ibn Muqaffa'a's background, education, major works, and the historical context in which he lived. They create a timeline of his life and achievements. c) In groups, learners write essays describing the	a) Observe learners as they read and discuss the life and character of Ibn Muqaffa'a to assess their ability to describe his qualities and contributions accurately. Evaluate their use of evidence from biographical studies and literary works. Provide feedback on their analytical and writing skills. b) Evaluate the learners' ability to research, present, discuss and describe Ibn Muqaffa'a's character. Focus on clarity, accuracy, and coherency. c) Observe learners discuss specific aspects of Ibn

	<p>character of Ibn Muqaffa'a. They use information gathered from biographical studies and his literary works to analyse his qualities, motivations, and contributions. In small groups, learners are assigned specific aspects of Ibn Muqaffa'a's contributions, such as his literary style, major works, or influence on Arabic literature. Each group creates a presentation summarising their findings and discussing the significance of his contributions. Presentations are followed by a class discussion.</p>	<p>Muqaffa'a. Create quizzes based on the biographical study of Ibn Muqaffa'a, assessing learners' understanding of his life, qualities, and contributions.</p> <p>d) Evaluate their ability to recall key information and their comprehension of the historical context.</p>
<p>b) analyse the themes and purpose of Ibn Muqaffa'a's prose, identifying central messages and objectives in his writings, and understanding how these themes are conveyed through his literary and rhetorical works. (u)</p>	<p>a) In groups, learners analyse the themes and purposes of Ibn Muqaffa'a's texts.</p> <p>b) In groups, learners discuss the central messages, how they are conveyed and objectives in his writings.</p> <p>c) In groups, learners discuss how the themes reflect the historical and cultural context of his time.</p> <p>d) Groups present their findings</p>	<p>a) Observe learners analyse the themes and purposes of Ibn Muqaffa'a's prose. Focus on their ability to analyse the themes and purposes of Ibn Muqaffa'a's texts and their research skills.</p> <p>b) Assess learners' essays on the themes and purposes of Ibn Muqaffa'a's prose. Evaluate their use of textual evidence and their understanding of the historical and cultural context.</p> <p>c) Observe learners to evaluate their ability to analyse and discuss the themes and purposes of Ibn Muqaffa'a's prose.</p> <p>d) Assess their ability to contribute meaningful insights and engage with their peers' ideas.</p>
<p>c. analyse the rhetorical aspects used in Ibn Muqaffa'a's text (u, s).</p>	<p>a) In groups, learners carry out a close reading, annotating the text to highlight rhetorical</p>	<p>a) Assess learners' annotated texts to evaluate their ability to identify and explain rhetorical</p>



	<p>expressions and literary techniques such as metaphors, similes, parallelism, and allegory.</p> <p>b) In small groups, learners discuss their findings on how rhetorical aspects contribute to the overall meaning and impact of the text.</p> <p>c) In groups, learners write essays analysing the rhetorical aspects and their effectiveness in the selected passages from Ibn Muqaffa’a’s prose.</p> <p>d) Learners peer review each other’s essays to provide constructive feedback.</p> <p>e) Learners research the historical and cultural context of Ibn Muqaffa’a’s time.</p> <p>f) In groups, learners explore the influences on his writing; political and social environment; and the significance of his contributions to Arabic literature.</p> <p>g) In groups, learners create presentations that connect the rhetorical aspects of his prose to the broader cultural and historical context; demonstrating how his works reflect and respond to his era.</p>	<p>devices and literary techniques in Ibn Muqaffa’a’s prose. Provide timely feedback on the accuracy and depth of their annotations, emphasising areas for improvement.</p> <p>b) Evaluate learners’ essays on the rhetorical aspects of Ibn Muqaffa’a’s prose, focusing on their ability to analyse and explain the function and significance of rhetorical devices. Provide timely feedback on the clarity, coherence, and depth of their analysis, as well as their writing skills.</p> <p>c) Assess learners’ ability to connect rhetorical aspects to the broader cultural and historical background, as well as the clarity and effectiveness of their presentations. Provide feedback on their research and presentation skills.</p>
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## The Letter of Abdullah Ibn Tahir to his Son Tahir on Conduct, Politics and Good Governance

رسالة عبد الله بن طاهر إلى ابنه طاهر في الآداب والسياسة وحسن التدبير

(22 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) analyse the character, biography and contribution of Abdullah Ibn Tahir (عبد الله بن طاهر) to Arabic literature and his influence on political and social thought. (u,s,v,a)	a) In groups, learners research the life and significant contributions of Abdullah Ibn Tahir (عبد الله بن طاهر). Gather information on his biography, major works, and influence on political and social thought. b) In groups, learners create a presentation or a poster summarising their findings and share it with the class. c) In groups, learners use excerpts of Abdullah Ibn Tahir's (عبد الله بن طاهر) works. In small groups, they read and discuss these excerpts, focusing on identifying his contributions to literature and his unique writing style. Each group presents their insights to the class, then write reports. d) In pairs, learners role-play by taking roles of Abdullah Ibn Tahir (عبد الله بن طاهر) and other historical figures. They create dialogue and dramatise key events and contributions of عبد الله بن طاهر's life.	a) Assess learners' research projects for accuracy, depth, and clarity. Focus on their ability to summarise biographical details and significant contributions of Abdullah Ibn Tahir (عبد الله بن طاهر). b) Converse with learners to assess their ability to write reports on their literature review discussions, focusing on the unique qualities of Abdullah Ibn Tahir's (عبد الله بن طاهر) writing style and his impact on literature and political thought. c) Evaluate learners' role-play performances, focusing on their ability to accurately portray عبد الله بن طاهر's character and contributions. d) Assess the creativity, engagement, and historical accuracy of their dramatisations.
b) analyse the theme and purpose of Abdullah Ibn Tahir's prose (عبد الله بن طاهر) particularly "رسالة عبد الله بن طاهر إلى ابنه طاهر في"	a) In groups, learners analyse selected passages from "رسالة عبد الله بن طاهر إلى ابنه طاهر في الآداب والسياسة وحسن التدبير". They identify and discuss the central themes, purposes, and messages conveyed by عبد الله بن طاهر. They present their analyses to the	a) Observe learners' presentations of analysing selected passages from "رسالة عبد الله بن طاهر إلى ابنه طاهر في الآداب والسياسة وحسن التدبير". Focus on their ability to analyse the themes and purposes.

<p>"الأدب والسياسة وحسن التدبير" (u,s,v,a)</p>	<p>class, highlighting the author's intentions and the literary techniques used to convey themes.</p> <p>b) In pairs, learners use a comprehensive list of themes found in "رسلة عبد الله بن طاهر إلى ابنه طاهر في الأدب والسياسة وحسن التدبير" to create theme maps that visually represent how these themes are developed and interconnected throughout the text.</p> <p>c) The learners present theme maps to the class and explain the significance of each theme.</p> <p>d) In pairs, learners compare the themes and purposes of "رسلة عبد الله بن طاهر إلى ابنه طاهر في الأدب والسياسة وحسن التدبير" with other works of Arabic literature. They write essays identifying common themes and unique aspects, discuss how عبد الله بن طاهر's approach to these themes differs from or aligns with other authors.</p>	<p>b) Assess their ability to interpret and explain عبد الله بن طاهر's intentions and messages.</p> <p>c) Observe learners' theme maps for accuracy, clarity, and depth of analysis. Assess their ability to visually represent and explain the central themes and their significance within the text.</p> <p>d) Evaluate learners' written essays comparing the themes and purposes of "رسلة عبد الله بن طاهر إلى ابنه طاهر في الأدب والسياسة وحسن التدبير" with other works of Arabic literature.</p> <p>e) Assess their ability to conduct comparative analyses and articulate the similarities and differences in thematic approaches.</p>
<p>c) analyse the rhetoric aspects and techniques used in عبد الله بن طاهر's prose, demonstrating an appreciation for the literary and linguistic intricacies of Arabic literature. (u, s, v, a)</p>	<p>a) In groups, learners use extracts from عبد الله بن طاهر's prose to identify rhetorical devices and techniques such as metaphor, simile, alliteration, and antithesis. They annotate the text, highlighting these devices and discussing their functions and effects, then share their findings with the class.</p> <p>b) In pairs, learners write essays analysing the rhetorical aspects of selected passages from عبد الله بن طاهر's prose. They focus on how the rhetorical devices contribute to the overall impact and meaning of the text.</p>	<p>a) Observe learners' annotated texts to evaluate their ability to identify and explain rhetorical devices and literary techniques in عبد الله بن طاهر's prose. Focus on accuracy of their annotations.</p> <p>b) Evaluate learners' essays on the rhetorical aspects of عبد الله بن طاهر's prose, focusing on their ability to analyse and explain the function and significance of rhetorical devices. Provide feedback on the clarity, coherence, and depth of their analysis.</p>

	<p>c) Learners peer review each other's essays to provide constructive feedback.</p> <p>d) In groups, learners research the historical and cultural context of <b>عبد الله بن طاهر</b>'s time. They explore the influences on his writing, the political and social environment, and the significance of his contributions to Arabic literature.</p> <p>e) learners create presentations that connect the rhetorical aspects of his prose to the broader cultural and historical context.</p>	<p>c) Converse with learners during their presentations on the historical and cultural context of <b>عبد الله بن طاهر</b>'s works.</p> <p>d) Evaluate their ability to connect rhetorical aspects to the broader cultural and historical background, as well as the clarity and effectiveness of their presentations.</p>
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## Senior Six Term Two

### Topic 14. Translation

**Duration:** 28 Periods

**Competency:** The learner uses the different types of translations to translate texts from English to Arabic and vice versa.

الكفاءة الموضوعية: يستخدم المتعلم الأنواع المختلفة من الترجمة لترجمة النصوص من الإنجليزية إلى العربية والعكس.

### Importance of translation أنواع الترجمة أهمية الترجمة **types of translation** (18 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) explain why translation is valuable between Arabic and other communities. (أهمية الترجمة) (u,s,v,a)	a) In groups, learners discuss the importance of translation. b) Learners use case studies provided to them to showcase the role of translation in different scenarios, such as international diplomacy, literature, and business. c) In groups, learners analyse the impact of translation and discuss how it facilitates communication and understanding. They write reports. d) In groups, learners research and present about a specific instance where translation played a crucial role in bridging cultural gaps or sharing knowledge. e) In groups, learners summarising their findings for final presentations.	a) Evaluate learners' participation in the class discussion on the importance of translation. Focus on their ability to articulate the value of translation. b) Assess learners' written reports analysing the case studies provided. Evaluate their ability to identify the role of translation and discuss its impact. Focus on their analytical skills. c) Assess learners' ability to articulate the specific instance where translation played a crucial role in bridging cultural gaps or sharing knowledge. Focus on accuracy, clarity, and depth of their analysis.
b) Examine appropriate uses of types of translation in different contexts. (u, s)	a) In an interactive lecture, learners discuss different types of translation. b) In groups, learners use a series of translated texts to classify each translation and explain	a) Converse with learners by administering quizzes and guiding questions that require learners to classify translated texts as written, interpretative, or adaptive. Assess their understanding and accuracy

	<p>their reasoning. They write reports.</p> <p>c) In small groups, learners use a set of translated texts to analyse and prepare a presentation explaining the type of translation used and its appropriateness for the context.</p>	<p>in distinguishing between the types.</p> <p>b) Receive learners' reports to assess their ability to analyse translated texts provided. Evaluate their ability to classify the translations and explain the appropriateness of each type for the context.</p> <p>c) Assess the group presentations for accuracy, clarity, and depth of analysis.</p>
<p>c) translate texts accurately from Arabic to English and vice versa. ( ترجمة بعض النصوص من العربية إلى الإنجليزية وترجمة بعض النصوص من الإنجليزية إلى العربية). (u,s,v,a)</p>	<p>a) In groups, learners practice the process of translating texts accurately, focusing on preserving meaning and cultural nuances.</p> <p>b) In a peer review session, learners exchange their translations with a partner. Each learner evaluates their partner's translation for accuracy, cultural sensitivity, and preservation of key points.</p> <p>c) Learners share their translations and explain their approach to preserving meaning and cultural nuances.</p>	<p>a) Observe learners practise the process of translating by asking them guiding questions. Use scaffolding techniques, such as highlighting and note taking, to support their translation efforts. Assess their ability to translate taking care of linguistic accuracy, cultural sensitivity, and preservation of key points. Focus on their translation skills and areas for improvement.</p> <p>b) Assess their ability to provide constructive feedback on their peers' translations. Evaluate the quality of feedback given and how well learners incorporate peer suggestions into their final translations.</p> <p>c) Assess learners' presentations basing on their translation choices, idiomatic expressions, cultural context and significance.</p>

## Topic 15. Arabic Literature العصر الحديث الأدب العربي The Modern Era

### Prose النثر

**Duration:** 24 Periods

**Competency:** The learner describes the characteristics of modern-era prose, explains its common themes, purposes, and rhetorical aspects, and demonstrates an understanding of its significance and cultural context.

يصف المتعلمون خصائص النثر في العصر الحديث، ويشرحون المواضيع الشائعة والأهداف: الكفاءة الموضوعية والجوانب البلاغية، مما يوضح فهمهم لأهمية النثر وسياقه الثقافي.

### The morals by Mustafa Al-Manfaluti مقال الخلق لمصطفى المنفلوطي

### To my son by Ahmed Amin كتاب أحمد أمين إلى ولدي

(24 Periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) describe the character of المنفلوطي وأحمد أمين; and recount the biographical details and significant contributions of المنفلوطي in his writing about "الخلق" and أحمد أمين "إلى ولدي" in Arabic literature and their unique writing styles. (u, v, a)	<p>a) In groups, learners research on the life, major works, significant contributions of المنفلوطي and أحمد أمين, and their impact on Arabic literature.</p> <p>b) Learners create a presentation or a poster summarising their findings and share it with the class.</p> <p>c) In small groups, learners read excerpts from "الخلق" s المنفلوطي and "إلى ولدي" s أحمد أمين and discuss, focusing on identifying their contributions to literature and the qualities that define their writing styles. Learners present their insights to the class.</p> <p>d) In a role-play activity, learners take on the roles of المنفلوطي and أحمد أمين. They create dialogues and dramatise key events and contributions of their lives.</p>	<p>a) Evaluate learners' ability to summarise biographical details and significant contributions of المنفلوطي and أحمد أمين. Focus on accuracy, clarity, research and presentation skills.</p> <p>b) Evaluate learners' written reports on their literature review discussions, focusing on the unique qualities of المنفلوطي and أحمد أمين's writing styles and their impact on literature. Assess their ability to analyse and describe these aspects effectively.</p> <p>c) Evaluate learners' role-play performances, focusing on their ability to accurately portray المنفلوطي and أحمد أمين's characters and contributions. Assess the creativity, engagement, and historical accuracy of their dramatisations.</p>
b) analyse and interpret the themes and purposes within the prose of both المنفلوطي and أحمد أمين (u, v, a)	a) In a workshop, learners analyse selected passages from "الخلق" s المنفلوطي and "إلى ولدي" s أحمد أمين to discuss the central themes, purposes, messages, authors' intentions and the literary techniques used to convey themes. They work in pairs to	a) Assess learners' written reports analysing the themes and purposes of selected passages from "الخلق" and "إلى ولدي". Assess their ability to interpret and explain the authors' intentions and messages.

	<p>present their analyses to the class.</p> <p>b) In groups, learners use a provided comprehensive list of themes found in المنفلوطي and أحمد أمين's prose to create theme maps that visually represent how these themes are developed and interconnected throughout the texts.</p> <p>c) Learners present their theme maps to the class and explain the significance of each theme.</p> <p>d) In groups, learners carry out discussions to compare the themes and purposes of أحمد أمين's "الخلق" and "إلى ولدي" with other works of Arabic literature.</p>	<p>b) Evaluate learners' theme maps for accuracy, clarity, and depth of analysis. Assess their ability to visually represent and explain the central themes and their significance within the texts.</p> <p>c) Assess learners' written essays comparing the themes and purposes of المنفلوطي's "الخلق" and أحمد أمين's "إلى ولدي" with other works of Arabic literature. Assess their ability to conduct comparative analyses and articulate the similarities and differences in thematic approaches.</p>
<p>c) analyse the rhetoric aspects and techniques used in the prose of المنفلوطي and أحمد أمين. (u,s,v,a)</p>	<p>a) In groups, learners use excerpts from المنفلوطي and أحمد أمين's prose to identify rhetorical devices and techniques.</p> <p>b) Learners annotate the text, highlighting these devices and discuss their functions and effects. Learners share their findings with the class.</p> <p>c) In a class project, learners research the historical and cultural context of المنفلوطي and أحمد أمين's time. Learners explore the influences on their writing, political and social environment, and the significance of their contributions to Arabic literature. Learners create presentations that connect the rhetorical aspects of their prose to the broader cultural and historical context.</p>	<p>a) Assess learners' annotated texts to evaluate their ability to identify and explain rhetorical devices and literary techniques in المنفلوطي and أحمد أمين's prose. Focus on accuracy and clarity of their annotations.</p> <p>b) Evaluate learners' essays on the rhetorical aspects of المنفلوطي and أحمد أمين's prose, focusing on their ability to analyse and explain the function and significance of rhetorical devices. Provide feedback on the clarity, coherence, and depth of their analysis.</p> <p>c) Assess learners' presentations on the historical and cultural context of المنفلوطي and أحمد أمين's works. Focus on their ability to connect rhetorical aspects to the broader cultural and historical background, as well as the clarity and effectiveness of their presentations.</p>



## Topic 16. Morphology II

**Duration:** 6 Periods

**Competency:** The learner identifies and uses attributive adjectives (Al-nasab) in Arabic language within various contexts.

**الكفاءة الموضوعية:** يتعرف المتعلم على الصفات الوصفية (النسب) في اللغة العربية ويستخدمها في سياقات مختلفة.

### Attributive Adjective (Al-nasab)

(6 periods)

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) understand the importance of النسب (lineage/attribution), its linguistic significance and how it shapes identity and communication within different contexts. (u,s,v,a)	<p>a) In a class discussion, learners share their knowledge and understanding of the cultural, social, and linguistic significance of النسب in Arabic society. Learners present the impact of lineage on identity and communication, using historical and contemporary examples.</p> <p>b) In groups, learners use case studies provided that highlight the role of النسب in various cultural and social contexts. Learners analyse these cases and identify the significance of lineage in each scenario.</p> <p>c) Learners discuss how النسب influences interactions and relationships; and present their findings to the class.</p> <p>d) In a role-play activity, learners take on the roles of individuals from different backgrounds and discuss their lineage. Learners listen to storytelling to highlight the impact of النسب on their identities and social interactions.</p>	<p>a) Observe learners' participation in the class discussion on the importance of النسب. Focus on their ability to articulate the cultural, social, and linguistic significance of lineage and provide relevant examples and feedback on their contributions.</p> <p>b) Converse with learners making analysis reports on the provided case studies. Focus on their ability to identify and explain the significance of lineage in each scenario.</p> <p>c) Evaluate learners' role-play performances for accuracy and empathy in portraying individuals from different backgrounds. Focus on their ability to highlight the impact of lineage on identity and social interactions.</p>
b) analyse the rules of attributive adjectives (قواعد النسب) and the changes in their forms when attributing to different names (تغيير الاسم عند النسب),	a) In a workshop, learners respond to probing questions introducing them to the rules of قواعد النسب and how to modify forms appropriately. They use visual aids and	a) Observe learners participation in the grammar explanation workshop. Focus on their ability to understand and apply the rules of قواعد النسب and modify forms accurately.

<p>tribes and places (النسب للقبائل والبلدان). (u, s, v, a)</p>	<p>examples provided to them to illustrate the changes in form when attributing النسب to different names, tribes, and places.</p> <p>b) Learners use a list of names of tribes, places, and countries to contract النسب.</p> <p>c) In small groups, learners modify the names provided according to the قواعد النسب. They analyse the names, apply the rules, and create a presentation explaining their constructions.</p>	<p>b) Converse with learners using probing questions that relate to the rules of النسب.</p> <p>c) Assess the group presentations. Evaluate learners' ability to apply the قواعد النسب. Focus on accuracy and clarity then give feedback.</p>
<p>c) develop the ability to construct and use (النسب) lineage terms accurately in various contexts. (u, s, v, a)</p>	<p>a) In groups, learners use a list of names provided to them to construct sentences using النسب accurately.</p> <p>b) In a peer review session, learners share and explain their sentences and present to the class.</p> <p>Learners write short stories or descriptive paragraphs that include multiple instances of النسب. Learners use النسب creatively and accurately within their writing. Learners share their work with the class and discuss how they incorporated the النسب.</p>	<p>a) Assess learners' ability to construct using sentences النسب focusing on grammatical accuracy and correct usage of النسب. Provide timely feedback on their sentence construction skills and areas for improvement.</p> <p>b) Evaluate the quality of feedback given during peer review sessions. Assess learners' ability to identify correct sentences and incorporate suggestions into their revisions. Provide feedback on their collaborative skills and understanding of grammatical concepts.</p> <p>c) Assess learners' creative writing assignments for accurate and creative use of النسب. Assess learners' ability to incorporate grammatical forms seamlessly. Focus on clarity, coherence, and effectiveness of their writing.</p>

## Topic 17. The Play المسرحية

**Duration: 48 Periods**

**Competency:** The learner analyses the themes, characteristics, and viewpoints of the play on the current lifestyle of Arab people to demonstrate an appreciation of its cultural and social relevance.

يجب أن يكون المتعلمون قادرين على فهم المسرحية وتحليل موضوعاتها وخصائصها وآرائها: الكفاءة الموضوعية بشكل نقدي حول نمط الحياة الحالي للشعب العربي، مما يظهر تقديرهم لأهميتها الثقافية والاجتماعية

### Zaid bin Harith زيد بن حارث By Dr Muhammad bin Sa'd Al Dabla

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<i>The learner should be able to:</i>		
a) analyse the themes developed in the play, to gain insight into the overarching messages and finer details of the narrative. (u,s,v,a) (حلل الموضوعات التي تم تطويرها في المسرحية)	a) In a workshop setting, learners use scripts to read selected scenes from the play and identify the main themes and sub-themes. b) Learners create thematic maps that visually represent the relationships between the themes and sub-themes. They present their maps to the class, explaining the overarching messages and finer details of the narrative. c) In groups, learners use a list of possible themes and match each theme with relevant scenes or quotes from the play. They work in pairs to discuss their choices and explain how the identified themes are developed throughout the play. d) In small groups, learners analyse specific assigned themes or sub-themes, find supporting evidence from the play, and create a presentation to explain its significance within the narrative.	a) Converse with learners to establish their understanding of thematic maps and ability to identify and visually represent the main themes and sub-themes in the play. focusing on: i. accuracy, ii. clarity, iii. depth of analysis and iv. provide feedback on their thematic analysis skills. b) Observe learners and look out for their collaborative skill as they search and explain the significance of specific themes or sub-themes within the narrative. c) critique learners' written reports on the theme of the play, and look out for: i. developing themes ii. connecting themes with specific scenes or quotes.
b) Analyse the characteristics and motivations of the key characters in the play, understanding their roles and how their	a) In a workshop setting, learners analyse the characteristics and motivations of key characters in the play. They use a character analysis worksheets provided. Identify each character's traits, intentions, and how they drive the story forward. They work in pairs to discuss their findings. b) In a role-play activity, learners take on the roles of different characters from	a) Converse with learners in their role-play performances. Measure their ability to explore and convey the characters' motivations and intentions. Focus on: i) accuracy, ii) clarity, iii) coherence and

<p>intentions drive the story forward. Arabic (u,s,v,a)</p>	<p>the play. They prepare and conduct an "interview" with their character, exploring their motivations, intentions, and actions. This helps learners delve deeper into the characters' perspectives.</p> <p>c) In groups, learners write an analysis of a character's motivations and how they influence the plot. They use evidence from the text to support their analysis, focusing on how the character's intentions drive the story forward. After writing, they share their analyses in small groups.</p>	<p>iv) provide feedback.</p> <p>b) observe learners and look out for:</p> <ul style="list-style-type: none"> <li>i) creativity,</li> <li>ii) collaboration and</li> <li>iii) motivation</li> <li>iv) as they explain characters' traits, intentions, and their impact on the plot.</li> </ul> <p>c) Appraise learners' writing ability to use evidence from the text to support their analysis of a character's motivations and their influence on the plot.</p>
<p>c) analyse the figurative styles used in the play and justify the use of specific structures. (u, s)</p>	<p>a) In groups, learners use selected passages from the play to annotate the text, identifying various figurative styles.</p> <p>b) in small groups , learners discuss their findings, focusing on how these figurative styles impact the reader and why the author might have used them.</p> <p>c) In groups, learners write essays analysing the use of figurative styles in specific scenes or acts of the play. They focus on the dramatic techniques employed to evoke emotions, the author's perspective, and the cultural and historical significance of the text. They justify the use of specific linguistic structures and explain how these choices contribute to the overall impact of the play.</p> <p>d) In a role-play, learners perform selected scenes from the play, emphasising the use of figurative language.</p> <p>e) In groups, learners discuss how the figurative styles influence their interpretation, emotional, dramatic impact and performance of the text.</p>	<p>a) Converse with learners while evaluating their ability to explain various figurative styles. Looking out for:</p> <ul style="list-style-type: none"> <li>i) accuracy,</li> <li>ii) clarity and</li> <li>iii) coherence.</li> </ul> <p>b) Observe learners' role-play performances about the play as they interpret and discuss figurative and rhetorical language. Look out for creativity and collaboration.</p> <p>c) Appraise learners' written essays about specific scenes of the play, look out for correct use of figurative styles and rhetorical analysis.</p>

## Senior Six Term Three

### The Novel الرواية

**Duration:** 48 Periods

**Competency:** The learner analyses the play, its themes, characteristics, and viewpoints on the current lifestyle of Arab people, demonstrates an appreciation of its cultural and social relevance.

**الكفاءة الموضوعية:** يجب أن يكون المتعلمون قادرين على فهم المسرحية وتحليل موضوعاتها وخصائصها وآرائها بشكل نقدي حول نمط الحياة الحالي للشعب العربي، مما يظهر تقديرهم لأهميتها الثقافية والاجتماعية. ii.

Learning Outcomes <i>The learner should be able to:</i>	Suggested Learning Activities	Sample Assessment Strategies
a) analyse the problems of civilisation and the universal themes in the novel " كتاب: " (مشكلة الثقافة) (u,s,v,a)	<p>a) In a workshop setting, learners analyse selected passages from the novel "مشكلة الثقافة". They identify the primary societal issues such as poverty, corruption, and egoism. They work in groups to create thematic maps that visually represent these themes and their implications on culture and society.</p> <p>b) In a class discussion, learners debate on the societal issues presented in the novel and their impact on society.</p> <p>c) In groups, learners use case studies or articles provided to them on similar societal issues in different contexts. They compare these with the issues presented in the novel and analyse the similarities and differences. They present their findings to the class.</p>	<p>a) Interact with learners as they use thematic maps to identify and represent primary societal issues and their implications. Looking out for:</p> <p>i) accuracy, ii) clarity and iii) coherence.</p> <p>b) Observe learners' participation in the class discussion and debate. Evaluate their ability to articulate and support their arguments using evidence from the novel.</p> <p>c) Appraise learners' comparative analysis reports on the novel. Look out for their ability to draw meaningful comparisons between the societal issues in the novel and those in different contexts.</p>
b) analyse the causes and effects of societal problems in the novel. (u, s, v, a)	<p>a) In a workshop setting, learners analyse the root causes of the societal problems highlighted in the novel. They use visual aids and charts provided to them to help them map out the causes and effects of issues such as poverty, corruption, and egoism. They work in groups to create detailed charts and discuss their findings.</p> <p>b) In a class discussion, learners discuss how contemporary issues</p>	<p>a) Converse with learners' as they identify and map out the causes and effects of societal problems from the charts. Look out for accuracy and clarity.</p> <p>b) Observe learners as they role-play about a specific scene from the novel look out for:</p> <p>i) creativity, ii) collaboration, iii) critical thinking and iv) empathy.</p>

	<p>shape and influence cultural practices.</p> <p>c) In groups, learners role-play activities depicting the impact of societal problems on different aspects of culture.</p> <p>d) In groups, learners write essays analysing the causes and effects of societal problems highlighted in the novel. They focus on how these issues influence cultural practices and development.</p> <p>e) Learners present their essays to the class and get useful feedback.</p>	<p>c) Judge learners' essays about the causes and effects of societal problems as depicted from specific scenes from the novel. Look out for coherence and depth of analysis.</p>
<p>c) compare cultural practices in the novel to their own society and illustrate the advantages of co-existing formal education with cultural practices. (u, s, v, a)</p>	<p>a. In groups, learners use a framework provided to them to compare the cultural practices depicted in the novel with those in their own society. They work in groups to create comparison charts that highlight similarities and differences.</p> <p>b. Learners present their findings to the class</p> <p>c. In a panel discussion, learners debate the benefits of integrating formal education with traditional cultural practices. They take on different roles, such as educators, cultural practitioners, and policymakers, to discuss the advantages and challenges of this integration.</p> <p>d. In groups, learners write reflective essays on the integration of formal education with cultural practices. They use examples from the novel and their own society to illustrate the advantages of this approach.</p> <p>e. Learners share their essays with the class and engage in discussions about their reflections.</p>	<p>a. Interact with learners as they draw meaningful comparisons between cultural practices and their impact on development from the novel. Look out for:</p> <p>i) accuracy, ii) clarity and iii) coherence.</p> <p>b. Observe learners' participation in the panel discussion. Evaluate their ability to articulate and support their arguments, consider diverse perspectives, and engage in constructive debate. Look out for:</p> <p>i) critical thinking, ii) collaboration and iii) creativity.</p> <p>c. Critique learners' reflective essays about integration of formal education with cultural practices and discuss the benefits using examples from the novel and their own society. Look out for:</p> <p>i) clarity, ii) coherence and iii) iii. depth of reflection.</p>

## 3.0 ASSESSMENT

### 3.1 Assessing the New Expectations for Learning

This Advanced Secondary Curriculum sets new expectations for learning, with a shift from Objectives to Learning Outcomes that focus mainly on the application of knowledge and deeper learning that leads to the acquisition of skills. These Learning Outcomes require a different approach to assessment. The “Learning Outcomes” in the syllabi are set out in terms of Knowledge, Understanding, Skills, Values and Attitudes. This is what is referred to by the letters k, u, s v & a.

It is not possible to assess values and attitudes in the same way as knowledge, understanding, and skills because they are more personal and variable, and are long-term aspirations. This does not mean that values and attitudes are not important or cannot be assessed. They too can be assessed but not easily done through tests and examinations. Values and attitudes can be assessed over a period of time through observing and having interactions with the learner.

To assess knowledge and its application, understanding, and skills, we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills, application of what is learnt, and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important. This section focuses on knowledge, understanding, and skills.

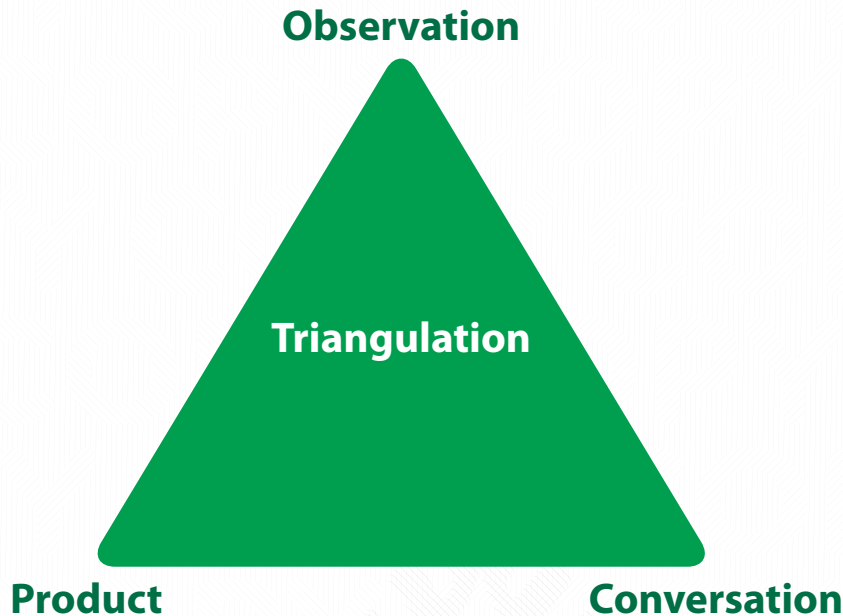
### 3.2 Formative Assessment

In this curriculum, the teacher’s role in assessment is not only to write tests for the learner but also to make a professional judgment about the learner’s learning during the teaching and learning process. The professional judgment is about how far the learner achieves the Learning Outcomes that are set out in this syllabus. To make these judgments the teacher needs to look at how well the learner is performing in terms of each Learning Outcome.

The formative assessment opportunities occur in three forms. They can be done through:

- **Observation:** watching learners working (good for assessing skills, values and attitudes)
- **Conversation:** asking questions and talking to learners (good for assessing knowledge and understanding)
- **Product:** appraising the learner’s work (writing, reports, translations, calculations, presentations, maps, diagrams, models, drawings, paintings etc.). In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at.

When all the three are used, the information from any one can be checked against the other two forms of assessment opportunity (e.g., evidence from “observation” can be checked against evidence from “conversation” and “product”). This is often referred to as “triangulation”



### 3.3 Generic Skills

The generic skills have been built into the syllabuses and are part of the learning outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the generic skills, and so they are assessed as part of the subject learning outcomes.

### 3.4 Values/Attitudes

It is not possible to assess values and attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess through tests and examination. However, values and attitudes can be assessed over a long period of time through observing and interactions.

### 3.5 Examinations

There will be only one school based summative assessment at the end of the year. There will no longer be examinations or tests set at the beginning and end of every term. Instead, there will be a summing up of on-going teacher assessments made in the context of learning through activities of integration assessment. The learner will also be subjected to the end of cycle assessment for certification. Details on the end of cycle assessment are provided in the assessment guidelines document.



## Glossary of Key Terms

Term	Definition
<b>Competency curriculum</b>	One in which learners develop the ability to apply their learning with confidence in a range of situations.
<b>Differentiation</b>	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
<b>Formative assessment</b>	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
<b>Generic skills</b>	Skills which are deployed in all subjects, and enhance the learning of those subjects. These skills also equip young people for work and for life.
<b>Inclusion</b>	An approach to planning learning experiences which allows each student to feel confident, respected, safe, and equipped to learn at his or her full potential.
<b>Learning outcome</b>	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
<b>Process skill</b>	A capability acquired by following the programme of study in a particular learning area; enables a learner to apply the knowledge and understanding of the learning area.
<b>Sample assessment activity</b>	An activity which gives a learner the opportunity to show the extent to which s/he has achieved the learning outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
<b>Suggested learning activity</b>	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.



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