


State of Kuwait



KUWAIT NATIONAL CURRICULUM
Intermediate Education

Curriculum and Standards
Social Studies

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

This Curriculum and Standards document for Social Studies is structured in three parts:

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

Foreword

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

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

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

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

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

Part I

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

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

1.1. Kuwait National Curriculum

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

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

1.2. Kuwait National Curriculum Framework

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

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

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



A. Conceptual foundations

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

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

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

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

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

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

Each subject curriculum is built bearing in mind:

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



B. Key curriculum statements

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

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

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

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

1.3. Subject curricula

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

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



2. Curriculum for Intermediate Education: Specific Features

2.1. Intermediate Education: What is it all about?

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

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

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

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

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

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

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



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

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

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

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

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

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

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



Quranic Studies

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

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

Islamic Education

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

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

Arabic Language

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

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



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

English Language

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

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

Mathematics

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

- Use a variety of numbers to solve multi-step exercises;
- Recognize, draw and classify 2D and 3D figures according to various criteria;
- Use calculation methods for lengths, areas, and volumes in math and everyday life problems.



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

Science

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

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

Social Studies

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

- Describe the mutual connection between the natural environment and society, their economic and social impact on Kuwait and Gulf Countries Council.
- Suggest adequate solutions for environmental issues and challenges faced by the Arab World seeking assistance from regional organizations and institutions.
- Participate in community groups as a Gulf Countries Council citizen according to rules, laws and regulations.



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

ICT

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

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

Art Education

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

- Identify, analyze, and discuss the basic concepts and procedures involved in crafts, drawing, fundamentals of computer design, ceramics, printmaking, textile, metal and wood artwork in familiar and cultural contexts, using adequate terminology.
- Produce various individual and collective works of art by using different genres of art (crafts, drawing, fundamentals of computer design, ceramics, printmaking, textile, metal and wood) and participate in local and international exhibitions.
- Show self-confidence and creativity by developing original works of art in and outside the school.
- Show enjoyment in the sharing of art interests by displaying original works of art in local and international exhibitions, and by discussing about art works.
- Recognize Islamic artistic traditions in their country or in the Arab world, and compare art products from the Gulf Region, explaining how the same elements of



Islamic art (crafts, drawing, and fundamentals of computer design, ceramics, and printmaking, textile, metal and wood) are used differently in different contexts/countries.

- Develop aesthetic preferences when taking decisions concerning the visual design of the close, familiar environment.

Music

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

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

Physical and Health Education

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

- Listen attentively and express needs, wants, feelings and ideas in accepting and adopting safe and healthy physical activities
- Comprehend rules and regulations related to team sport activities appropriate to their age and interests.
- Perform physical activities appropriate to their age and physical capability that include managing walking, rolling, jumping, running and others.
- Comprehend the benefits of good health activities and apply these activities in their daily lives.
- Show positive attitude to other team mates and/or sport competitors irrespective of winning or losing a sporting event.
- Attend sports activity in a serious and high degree of performance in accordance with their individual and collective abilities inside and outside the school.
- Comprehend how changing personal and contextual factors shape understanding and opportunities for health and physical activity locally, regionally and globally.
- Use good motor skill activity to develop good physical fitness and abilities needed for a productive life in a strong and healthy Kuwait.



Life Skills

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

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



Part II



Curriculum and Standards for the Social Studies in Intermediate Education

1. Rationale

1.1 What is Social Studies about?

The social studies learning area is about how societies work and how people can participate as critical, effective, informed, and responsible citizens of today and tomorrow. Contexts are drawn from the past, present, and future and from places within and beyond Kuwait. The Social Studies subject seeks to inspire eagerness and evoke learners' curiosity to inquire into real-world issues that concern their lives.

1.2 Why study Social Sciences?

From Social Studies, learners will develop an awareness of themselves and others in the context of their immediate and broader social settings. They develop understanding about how societies are organized, interact and function and how the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. As they explore how others see themselves, students clarify their own identity in relation to their particular heritage and contexts and according to the principles of the Arab and Islamic World.

More specifically, students will learn their rights and responsibilities; and will be able to understand and debate their role in the society, encouraging their dynamic participation as active citizens. Students will also develop their ability to live and work together in ordinary and extraordinary circumstances that may include crises and emergencies, by cherishing values and practices. These values and practices may include love of the homeland and the Amir, freedom, spirit of initiative, solidarity, responsibility, peaceful conflict resolution and fair competition. Students engage critically with societal issues and evaluating alternative social, economic, political, and environmental practices. Students learn about people, places, cultures and history in and beyond Kuwait.

The Curriculum, therefore, envisions Social Studies students as being informed, concerned and participative citizens competent in quality decision-making with an impassioned spirit to contribute responsibly in the world they live in. Social Studies seeks to inculcate in pupils a heightened understanding of the values, customs and traditions that define the Kuwaiti society, nurture enthusiasm to show concern for the world they live in and demonstrate understanding in their relationship with others.



1.3 How is the Curriculum of Social Studies organized?

The essence of Social Studies is expressed as a series of domains listed below. The key conceptual domains that can be found throughout this curriculum are:

- Identity, Culture, and Organization
- Place and Social Setting
- Continuity and Change
- Social Participation

The different conceptual and thematic approaches point to the links between Social Studies and other key subjects such as Quranic Studies, Islamic Education, and in later stages with other subjects, e.g., Civics, History, Geography and Life Skills from the perspective of overarching education aims such as learning to live together, competency development for peace education, human rights, and education for sustainable development. Strong bridges will be raised to link Social Studies with other disciplines in the National Curriculum such as Arabic Language and English Language, Mathematics, Art Education and Music in order to develop, together, students' capacity to communicate using a variety of languages, including the language of music and the language of visual communication.

In Primary Education, the Curricula will address topics such as:

- I, my family and my community;
- Our homeland;
- Our ancestors;
- Traditions and celebrations;
- Working and living in communities;
- The ruling family;
- Norms, rights and responsibilities;
- Risk awareness and decision making;
- Globalization;
- The role of international organizations;
- The role of the arts and culture.

Based on an integrated teaching and learning of Social Studies during primary grades, learners will:

- Be acquainted with their social/person to person environment;
- Develop a quest for inquiring about social phenomena and processes;
- Get familiar with basic concepts, skills and procedures associated with scientific knowledge in social sciences.



In intermediate education, an integrated model of the teaching and learning of the area Social Sciences will be observed based on strands such as:

- Space and time;
- Religion and language;
- Cultures: traditions, daily life and celebrations;
- Occupations (New and Old);
- Systems of governance;
- The role of citizens in democratic societies;
- Rights and responsibilities;
- Human Rights and Children's Rights;
- Peaceful conflict solving.

During secondary education, History, Geography and Civics will be taught in a balanced way as separate subjects, emphasizing the development of relevant key competencies.

- Systematic knowledge and skills of interpretation and analyses of sources of the history and geography of Kuwait;
- Arabic World/ Gulf states and the broader world;
- Current phenomena linked to globalization;
- Democratic citizenship and human rights;
- The exercise of rights and responsibilities at local, national and global levels.

Accordingly, learning based on Grade 1 to 9 social studies achievements establishes the foundation for separate social science disciplines offered in the secondary school. In grade 10–12, students are able to specialize in one or more of these disciplines, depending on the choices offered by their schools. The school provides Achievement Standards for Social Studies, Geography, and History, but the range of possible social science disciplines that schools can offer – from grade 10-12 is much broader, including, for example, Sociology, and Psychology.

The curriculum architecture of Social Studies is built on a set of General Competences broken down under the section Scope and Sequencing into specific competences, examples of learning activities recommended to be carried out in the classroom, as well as underlying curriculum standards. The General Competences developed through Social Studies cover three domains: (i) Knowledge and understanding; (ii) Skills and; (iii) Attitudes.



2. General competences developed through the study of Social Studies in Intermediate Education

1. Analyzing and explaining social structures and ways of personal involvement in a variety of social contexts.
2. Exploring social facts and processes of everyday life.
3. Assuming and applying norms and rules for living together in different communities.
4. Taking decisions concerning social life in a responsible way.



3. Performance standards to be achieved by the end of Grade 9

General competences	Performance standards
<p>1. Identifying and explaining social structures and ways of personal involvement in variety of social contexts.</p>	<p>By the end of grade 9, students who have fully developed their competence to identify and explore social structures and ways of personal involvement in a variety of social contexts, as described in the Intermediate curriculum, are able to:</p> <ul style="list-style-type: none"> • Describe the mutual connection between natural environment and the society, their economic and social impact on Kuwait and GCC; • Suggest adequate solutions for environmental issues and challenges faced by the Arab World seeking assistance from regional organizations and institutions; • Innovate appropriate solutions for issues and challenges facing Islamic World environment; • Explain natural environment impact on the world economic and social levels; • Using skills and knowledge earned from school subjects to contribute to solving problems faced by Kuwait.
<p>2. Exploring social facts and processes of everyday life.</p>	<p>By the end of grade 9, students who have fully developed their competence to explore social facts and processes of everyday life, as described in the Intermediate curriculum, are able to:</p> <ul style="list-style-type: none"> • Participate in community group activities as a GCC citizen according to rules, laws and regulations; • Explain and classify Arab World problems (economic, social, cultural); • Highlight Arab World solidarity principles and basis; • Discuss Islamic World political, economic and social problems and identify means to solve them; • Show pride of Islamic World unity; • Distinguish between world countries types of relations; • Suggest solutions that contributes to facing the world social, economic and political challenges; • Behave according to global and human values.



3. Assuming and applying norms and rules for living together in different communities.

By the end of grade 9, students who have fully developed their competence to assume and apply norms and rules for living together in different communities, as described in the Intermediate curriculum, are able to:

- Appreciate and think highly of democracy principals and human rights respect as a good citizen;
- Apply skills and knowledge earned from school subjects to confirm the principals of democracy and human rights;
- Take pride in Arab world civilization and achievements;
- Analyze Arab World civilization achievements;
- Give examples of Islamic world civilization and cultural heritage;
- Deduce the importance of civilization and cultural variety to Islamic World progress;
- Explain the worlds' civilization and cultural diversity;
- Deduce the importance of civilization and cultural variety to spreading peace, international cooperation and denouncing racial prejudice;
- Enhance respect of the worlds' religion and cultural diversity;
- Apply skills and knowledge earned from other school subjects to achieve co-existence between different cultures and religions.

4. Taking decisions concerning social life in a responsible way.

By the end of grade 9, students who have fully developed their competence to take decisions concerning social life in a responsible way, as described in the Intermediate curriculum, are able to:

- Be proactive in developing appropriate solutions to solve problems facing GCC;
- Appreciate Kuwait efforts in solving Arabian Gulf problems;
- Take pride in Kuwait's' contribution to assist Arab World countries;
- Give a scientific opinion regarding problems and challenges facing the Islamic World in different domains;
- Appreciate solutions provided by world organizations in facing world different challenges;
- Appreciating Kuwait's' contribution and role in facing global challenges;
- Apply skills and knowledge earned from other subjects to solve faced problems as a member of the global society.



4. Scope and sequence

4.0 Overview of gradually developing specific competences for Social Studies – Grades 6-9 Grade

General Competences	Specific competences for the grade 6	Specific competences for the grade 7	Specific competences for the grade 8	Specific competences for the grade 9
Topics	Kuwait and the Arabian Gulf	Kuwait and the Arab World	Islamic world	The World
1. Analyzing and explaining social structures and ways of personal involvement in a variety of social contexts	<p>Range of realities</p> <p>1.1 Recognizing the natural environment (location, terrain, climate features) in the State of Kuwait, other GCC States and different society's institutions.</p>	<p>1.1 Understanding the differences between the natural environment (location, terrain, climate features) of Kuwait and other Arab World .</p>	<p>1.1 Distinguishing the natural environment (location, terrain, climate features) among the Islamic countries.</p>	<p>1.1 Analyzing and explaining environmental diversity (climatic zones, terrain) across the continents.</p>
	<p>Range of operations</p> <p>1.2 Describing the economic and social impact of the natural environment on Kuwait and other GCC States.</p>	<p>1.2 Explaining the economic and social impacts of the natural environment on the Arab World and the role of related regional organizations and Institutions.</p>	<p>1.2 Connecting the impact of the natural environment on the economy and societies s of on the Islamic World.</p>	<p>1.2 Eliciting the mutual impact between the human and the environment in different domains.</p>



	<p>Range of personal responses</p> <p>1.3 Contributing in preserving the natural environment in the State of Kuwait in cooperation with different public institutions.</p>	<p>1.3 Suggesting appropriate solutions for issues and challenges facing the environment in the Arab World seeking the assistance of regional organizations and institutions.</p>	<p>1.3 Developing appropriate solutions for issues and challenges facing the Islamic World.</p>	<p>1.3 Suggesting appropriate solutions for issues and challenges of the environment facing the world seeking the assistance of global organizations and Institutions.</p>
	<p>Range of connections</p> <p>1.4 Using knowledge and skills developed through other subjects to facilitate a proper social communication as a Kuwaiti citizen.</p>	<p>1.4 Using knowledge and skills developed through other subjects to explain the relationships between Kuwait and the Arab World</p>	<p>1.4 Using knowledge and skills developed through other subjects to explain the relationships between Kuwait and the Islamic World</p>	<p>1.4 Using knowledge and skills developed through other subjects to contribute to solving global challenges</p>
<p>2. Exploring social facts and processes of everyday life.</p>	<p>Range of realities</p> <p>2.1 Recognizing common grounds in terms of (language, religion, customs and traditions) and common history.</p>	<p>2.1 Explaining the importance of solidarity and cooperation among Arab countries.</p>	<p>2.1 Exploring aspects of cooperation among Muslim countries to solve the problems facing the Islamic World.</p>	<p>2.1 Distinguishing between types of relations, (political, economic, social and cultural) among the World's countries of the World.</p>



	<p>Range of operations</p> <p>2.2 Interacting within familiar social groups as a citizen of GCC States according to rules, laws and regulations.</p>	<p>2.2 Classifying economic, social, cultural difficulties facing the Arab World.</p>	<p>2.2 Investigating the economic, social and political problems of the Islamic World and means of dealing with them.</p>	<p>2.2 Suggesting reasoned solutions addressing the global political, social and economic challenges across the World.</p>
	<p>Range of personal responses</p> <p>2.3 Appreciating the importance of cooperation and unity between GCC States in different fields.</p>	<p>2.3 Highlighting the basics and principles of solidarity among Arab countries.</p>	<p>2.3 Appreciating the importance of unity among countries of the Islamic World.</p>	<p>2.3 Contributing to promoting human global values.</p>
	<p>Range of connections</p> <p>2.4 Using skills and knowledge earned from other subjects to confirm the principle of cooperation among GCC citizens.</p>	<p>2.4 Connecting between skills and knowledge earned from other subjects to support relations across the Arab world countries in all domains.</p>	<p>2.4 Applying knowledge and skills earned from other subjects to enhance the concept of Islamic Unity.</p>	<p>2.4 Connecting between skills and knowledge earned from other subjects to support relations across the countries of the World in all domains.</p>
<p>3. Assuming and applying norms and rules for living together in different communities.</p>	<p>Range of realities</p> <p>3.1 Recognizing GCC political regimes features and their impact on the Gulf societies.</p>	<p>3.1 Identifying the cultural features of the Arab World over History to have a better understanding of the current conditions and shedding light on the future.</p>	<p>3.1 Recognizing the cultural heritage of the Islamic World.</p>	<p>3.1 Explaining the cultural and civilization diversity in the World.</p>



	<p>Range of operations</p> <p>3.2 Practicing the concepts of democracy and freedom as a citizen in his/her daily life.</p>	<p>3.2 Highlighting the role of the Arab World's civilizations in serving humanity.</p>	<p>3.2 Eliciting the significance of the cultural and civilization diversity on the prosperity of the Islamic World.</p>	<p>3.2 Deducing the significance of the cultural and civilization diversity in spreading international peace and cooperation and fighting discrimination.</p>
	<p>Range of personal responses</p> <p>3.3 Appreciating democratic principles and respect of human rights as a good citizen.</p>	<p>3.3 Showing pride in the civilizations of the Arab World and related achievements.</p>	<p>3.3 Showing pride in Islamic and Arabic civilization.</p>	<p>3.3 Enhancing respect for cultural and religious diversity in the World.</p>
	<p>Range of connections</p> <p>3.4 Utilizing knowledge and skills earned from other subjects to apply democratic principle and human rights.</p>	<p>3.4 Analyzing the Arab World's civilization achievements and connecting them with other different knowledge fields.</p>	<p>3.4 Applying knowledge and skills earned from other subjects to achieve the principle of co-existence between different religions and cultures.</p>	<p>3.4 Using knowledge and skills earned from other subjects to enhance the respect of cultural and religion variety in the World.</p>



4. Taking decisions concerning social life in a responsible way.	Range of operations 4.1 Taking initiative to suggest appropriate solutions for the problems facing the GCC States.	4.1 Suggesting appropriate solutions for difficulties and challenges overcoming the Arab World.	4.1 Supporting her/his views with appropriate scientific reasons in terms of difficulties and challenges facing the Islamic world in different fields.	4.1 Evaluating solutions provided by world organizations in facing global challenges according to his/her level of understanding.
	Range of personal responses 4.2 Appreciating Kuwait's efforts in solving the problems in the GCC States.	4.2 Showing pride in Kuwait's efforts in helping the Arab World States.	4.2 Showing pride in Kuwait's role in helping the Islamic World States.	4.2 Appreciating Kuwait's role and contributions in confronting the global challenges.
	Range of connections 4.3 Applying skills and knowledge earned from other subjects to solve difficulties faced as a GCC citizen.	4.3 Utilizing skills and knowledge earned from other subjects to solve difficulties facing Arab societies.	4.3 Using skills and knowledge earned from other subjects to confirm the principle of cooperation and Islamic solidarity.	4.3 Using knowledge and skills earned from other subjects to solve faced difficulties faced as a member of the World society.



4.1 Grade 6 – Kuwait and the Arabian World

4.1.1 Competences, learning activities and curriculum standards

General competence	Specific Competence	Learning Activities	Curriculum Standards
1	2	3	4
<p>1. Analyzing and explaining social structures and ways of personal involvement in a variety of social contexts.</p>	<p>1.1 Recognizing the natural environment (location, terrain, climate features) in the State of Kuwait, other GCC States and different society's institutions.</p>	<ul style="list-style-type: none"> • Apply Google Earth on iPad to identify Kuwait and GCC location through a working paper to include countries' capital names, water resources and location (North to South) and compare between the biggest countries as per related size. • Present a recorded weather forecast (temperature, wind, humidity and air pressure) at school, to be released through the social media (facebook, twitter, google etc.) and compare with a GCC country. • Have a field visit with colleagues to a specific natural site to identify Kuwaiti terrain through taking samples and snap-shots (using a camera and developing a report on observed materials; then discussing in class. 	<p>Students are able to:</p> <p>1.1 Recognize the natural environment (location, terrain, climate features) in the State of Kuwait, other GCC States and different society's institutions.</p>



	<p>1.2 Describing the economic and social impact of the natural environment on Kuwait and other GCC States.</p>	<ul style="list-style-type: none"> • Have a field visit with colleagues to the museum Bait Al-Othman to recognize the impact of social environment on Kuwait and GCC population through putting down the museums' guide notes, taking snap-shots to displayed materials and maquettes; divide the class into groups where each display its experience through designing a project explaining the impact of the environment on Kuwait and GCC populations • Have a field visit with colleagues to a traditional Kuwaiti market (Al-Mubarakiah) and to Traditions Museum to recognize the environments' economic impact on Kuwait and GCC population; watch some handicrafts and handmade industries and ask learners to conduct interviews with artisans to identify used raw materials and tools source in addition to their manufacturing methods; then developing an expo for these products • Collect some pictures and samples of Kuwaiti natural resources (oil, natural gas, minerals, animal wealth, soil, inner water, natural plants) then distribute geographically using and endocrine map of the Arabian Peninsula. 	<p>1.2 Describe the economic and social impact of the natural environment on Kuwait and other GCC States.</p>
	<p>1.3 Contributing in preserving the natural environment in the State of Kuwait in cooperation with different public institutions.</p>	<ul style="list-style-type: none"> • Design a poster or a wall newspaper on environment to enhance the understanding how important environment protection is and assist to release and promote these newspapers. • Take part in a campaign to clean beaches or school garden then put down notes about the danger of these waist on the environment. • Listen to a seminar on environment protection organized by a specialized organization (Environment Protection Society, Green Line Group) to learn the role of these organizations in protecting the environment; design a logo reflecting the importance of protecting the environment. 	<p>1.3 Contribute in preserving the natural environment in the State of Kuwait in cooperation with different public institutions.</p>



	<p>1.4 Employing knowledge and skills developed through other subjects to facilitate a proper social communication as a Kuwaiti citizen.</p>	<ul style="list-style-type: none"> • Classify home and school waste type to plan a project on these and way of recycling. • Search on the net for an environment specialized sites to develop a report on environment protection. • Write a thank you letter to a specialized environment institutions to support their activities. • Cooperate with colleagues to design a creature maquette (animals, plants subject to extinction), aiming to protect them. 	<p>1.4 Employ knowledge and skills developed through other subjects to facilitate a proper social communication as a Kuwaiti citizen.</p>
<p>2. Exploring social facts and processes of everyday life</p>	<p>2.1 Recognizing common grounds in terms of (language, religion, customs and traditions) and common history.</p>	<ul style="list-style-type: none"> • Prepare an exhibition with colleagues on folklore, arts and Gulf fashion to confirm GCC mutual connections. • quote Quranic verses “Al-Hadith Al Sharif” in Islamic events to enhance the concept of solidarity among nations through a short act performance strengthening this concept. 	<p>2.1 Recognize common grounds in terms of (language, religion, customs and traditions) and common history.</p>
	<p>2.2 Interacting within familiar social groups as a citizen of GCC States according to rules, laws and regulations.</p>	<ul style="list-style-type: none"> • Contribute to GCC Traffic week activities to spread awareness among colleagues through designing a maquette that explains traffic movement, traffic lights and road signs; • Take part in a play on commitment to applied regulations and laws to confirm the principle of respecting laws. 	<p>2.2 Participate in social groups as a citizen of GCC States according to rules, laws and regulations.</p>



	<p>2.3 Appreciating the importance of cooperation and unity between GCC States in different fields.</p>	<ul style="list-style-type: none"> • Visit GCC Arab Research Centre to identify aspects of GCC countries cooperation through developing a report on GCC achievements in all fields • Visit a cooperative society to identify a Gulf product and present the products on a stand inside the class; • Watch a video film on Kuwait liberation to identify the efforts of GCC in instilling the concept of unity; write and acknowledgement letter thanking the countries participating in Kuwait liberation. 	<p>2.3 Feel proud of cooperation and unity between GCC States in all different fields.</p>
	<p>2.4 Using skills and knowledge earned from other subjects to confirm the principle of cooperation among GCC citizens.</p>	<ul style="list-style-type: none"> • Identify GCC unity through designing a Logo representing this unity; • Watch a video or a report on YouTube on the importance of cooperation in a specific domain; classifying these domains in a working paper to include political, economic, military, social, cultural and educational fields. • Sing songs enhancing and confirming GCC unity and cooperation. 	<p>2.4 Apply skills and knowledge earned from other learning to confirm the principle of cooperation among GCC citizens.</p>
<p>3. Assuming and applying norms and rules for living together in different communities.</p>	<p>3.1 Recognizing GCC political regimes features and their impact on the Gulf societies.</p>	<ul style="list-style-type: none"> • Visit the National Council and attend one of its sessions to recognize the features of the Kuwait political system • Search on internet information on different GCC political systems and classify them • Watch a documentary on a GCC leaders meeting to identify their names and their relative states through designing a poster showing each leaders name, photo and flag. 	<p>3.1 Recognize the main features of the GCC political regimes and their impact on the Gulf societies.</p>



<p>3.2 Practicing the concepts of democratic and freedom as a citizen in his daily life.</p>	<ul style="list-style-type: none"> • Act a play presenting the nomination and election processes and select a class leader according to these rules to confirm the concept of democracy and accepting others • Read different Kuwaiti newspaper editorials to identify the citizens' right to express their views through designing a class magazine reflecting their inputs • Participate in electing the Students' Council to confirm the concept of democracy. 	<p>3.2 Practice democracy and freedom as a citizen in his daily life.</p>
<p>3.3 Appreciating democratic principles and respect of human rights as a good citizen.</p>	<ul style="list-style-type: none"> • Present symbolic gifts to school workers to enhance the values of the human rights respect • Identify photos of highly state official ladies to enhance the principle of democracy and equality between men and women; select one of this photo to talk about her achievements and character. 	<p>3.3 Evaluate democratic principles and respect of human rights as a good citizen.</p>
<p>3.4 Utilizing knowledge and skills earned from other subjects to apply democratic principle and human rights.</p>	<ul style="list-style-type: none"> • Enhance the principles of democracy and human rights through quoting some Quranic verses and Hadith indicating these principals and the human rights, then discussing with the teacher and colleagues • Search the internet for an article on democracy and human rights and discuss with colleagues. 	<p>3.4 Apply knowledge and skills earned from other subjects to apply democratic principle & human rights.</p>



4. Taking decisions concerning social life in a responsible way.	4.1 Taking initiative to suggest appropriate solutions for the problems facing the GCC States.	<ul style="list-style-type: none"> • Suggest proper solutions to challenges facing the State of Kuwait and GCC through having a field visit to a water distillation plant • Develop a dialog with colleagues on the importance of water scarcity after watching photos and documentaries on draught and shortage of water across the world. 	4.1 Take initiative to suggest appropriate solutions for the problems facing the GCC States.
	4.2 Appreciating Kuwait's efforts in solving the problems in the GCC States.	<ul style="list-style-type: none"> • Watch a documentary on Kuwait Funds' role to appreciate Kuwait contribution in solving problems facing the Gulf region; then distribute these projects geographically on an endocrine map of the Arabian Peninsula; then present these projects and talk about their objectives in a working paper • Visit Kuwait Red Crescent to take pride in human role played by Kuwait. 	4.2 Evaluate Kuwait's efforts in solving the problems in the
	4.3 Applying skills and knowledge earned from other subjects to solve difficulties faced as a GCC citizen.	<ul style="list-style-type: none"> • Address a thank you letter to Government, local establishments and bodies for their initiatives in solving the Gulf Region problems • Cite some Quranic verses and Hadith on conserving water consumption and maintaining good environment to orientate colleagues about problems facing him as a GCC citizen. 	4.3 Apply skills and knowledge earned from other subjects to solve difficulties faced as a GCC citizen.



4.1.2 Learning content

	Contents
1. CGG organization	Concept
	GCC Establishment
2. GCC National Environment	Location
	Terrain
	Climate
	Animal and plants
3. Environment impact on economy and society	Kuwait
	GCC
4. Environment challenges	Pollution
	Waste
	Desertification
	Thermal emissions
	Water scarcity
5. Preserving Natural Environment	Government institutions
	Voluntary initiatives
6. GCC mutual relations	Origins of the unity
	Customs and traditions
	Religion and language
	Common history
7. GCC right and liabilities	



8. GCC unity & Cooperation	Political
	Economic
	Cultural
9. Kuwait & GCC in facing challenges	Environment
	Social
	Political
	cultural
10. GCC Political Regime	ruling system
	democracy
	human rights
11. Kuwait in solving problems facing GCC	development fund
	Red crescent
12. GCC future	Kuwait as a financial center



4.2 Grade 7 – Kuwait and the Arab world

4.2.1 Competences, learning activities and curriculum standards

General competence	Specific Competence	Learning Activities	Curriculum Standards
1	2	3	4
<p>1. Analyzing and explaining social structures and ways of personal involvement in a variety of social contexts.</p>	<p>1.1 Understanding the differences between the natural environment (location, terrain, climate features) of Kuwait and other Arab World.</p>	<ul style="list-style-type: none"> • Watch a recorded weather forecast to compare the climate features between Kuwait and other Arabic countries (temperature, wind, humidity, rain air pressure) • Using the internet to specify the location of the Arab World countries generally (Asian/ African) and Kuwait particularly using a check list to compare the Arab World countries in terms of area, straits, water ways, water surface • Elicit the terrain features of the Arab World using the Atlas and list in a timetable. 	<p>Students are able to:</p> <p>1.1 Understand differences of the natural environmental factors "location, terrain, climate" of the Arab World.</p>



	<p>1.2 Explaining the economic and social impacts of the natural environment on the Arab World and the role of related regional organizations and Institutions.</p>	<ul style="list-style-type: none"> • Watch a documentary on Kuwait before oil & after to conclude the impact of oil on economy and social life, then develop a report on his observations to compare traditional with modern locations • Collect natural resources samples and photos of Arab World items (oil, agriculture, minerals, animals, water) to identify the riches t country in these resources using the Arab World map and their economic and social impacts • Identify the role played by regional institutions & organizations in developing the animal and vegetal wealth through a field visit to natural sanctuaries, scientific center, Public Authority of Agriculture and Fishery, then put down remarks and discuss with the teacher • Surf the Internet to look for the international Conference Organization (development and environment) and write a brief report on its activities. 	<p>1.2 Explain the economic and social impacts of the natural environment on the Arab World and related role played by regional institutions and organizations.</p>
	<p>1.3 Suggesting appropriate solutions for issues and challenges facing the environment in the Arab World seeking the assistance of regional organizations and Institutions.</p>	<ul style="list-style-type: none"> • Listen to a seminar on protecting the environment organized by a related state institution to identify the challenges facing the environment in the Arab World and suggest environmental solutions. • Design a project to develop solutions to water scarcity and desertification. • Develop an awareness campaign on water conservation (environment friends) • Sort waist to recycle then utilize and display in a school mini expo. 	<p>1.3 Suggest proper solutions for issues and challenges facing the Arab World environment seeking assistance from related regional organizations and institutions.</p>



	<p>1.4 Using knowledge and skills developed through other subjects to explain the relationships between Kuwait and the Arab world.</p>	<ul style="list-style-type: none"> • Use modern technology & Internet to develop proper solutions for the environmental issues of the Arab World. • Visit school's library to put down a report on an environmental issue in Kuwait & the Arab World. • Use the scientific lab to perform a desalination process & develop a solution for water scarcity. • Participate in forming a maquette to show ways of preserving water consumption. 	<p>1.4 Use knowledge and skills earned from other school subjects to interpret relations between Kuwait & the Arab World.</p>
<p>2. Exploring social facts and processes of everyday life</p>	<p>2.1 Explaining the importance of solidarity and cooperation among Arab countries</p>	<ul style="list-style-type: none"> • Play a video on the Arab League to identify an Arab solidarity model in solving problems and issues through a working paper. • Organize a student team with a specific responsibilities to explain the importance of solidarity and cooperation through joining school teams and committees (sport, social, scientific, cultural.) • Quote verses from the Holy Quran that encourage cooperation to indicate Islam emphasis on the importance of the cooperation concept 	<p>2.1 Explain the social facts and features of daily life.</p>
	<p>2.2 Classifying economic, social, cultural difficulties facing the Arab World.</p>	<ul style="list-style-type: none"> • Use modern technology and Internet to specify the Arab World's political, social and cultural problems through drawing a timetable clarifying these problems • Play a theatrical scene showing one of the Arab World's problems to link the role played by different institutions and organizations in solving these problems. 	<p>2.2 Classify problems of the Arab World "economic, social, cultural.</p>



	<p>2.3 Highlighting the basics and principles of solidarity among Arab countries.</p>	<ul style="list-style-type: none"> • Design a logo clarifying the importance of Arab solidarity and cooperation and highlighting their objectives. • Participate in the school's radio programs focusing on the Arab solidarity and related objectives. • Show a video on a cultural theme explaining the scope of Arab solidarity between the Arab countries then discuss its content with the teacher. • Select a problem faced by the Arab World (economic, cultural, social), illustrate it though collecting photos and suggest proper solutions. 	<p>2.3 Highlight the solidarity and principles' bases among Arab countries</p>
	<p>2.4 Connecting between skills & knowledge earned from other subjects to support relations across the Arab world countries in all domains</p>	<ul style="list-style-type: none"> • Quote verses and Hadith encouraging cooperation & solidarity from an Islamic studies book. • Design a poster on solidarity and collaboration among Arab World countries in cooperation with the Artistic Education Division. • Use the computer lab to display the problems of the Arab World • Sing songs enhancing the principle of solidarity & Arab unity in cooperation with Music Education Division. 	<p>2.4 Connect between knowledge & skills earned from other learning to support relations among the Arab World countries in all domains.</p>



3. Assuming and applying norms and rules for living together in different communities.	3.1 Identifying the cultural features of the Arab World over History to have a better understanding of the current conditions and shedding light on the future.	<ul style="list-style-type: none"> • Visit School's library to identify the Arab World's culture through different and modern learning aids and put down a report on the impact of civilization on related nations • Collect photos of the Arab World civilization to compare and contrast (location, features and assisting factors) • Visit the national museum to view closely part of the Arab World's achievements and talk to the museum guide, put down notes, take photos, then discuss the visit in class. 	3.1 Understand and applying the rules and terms of co-existence in different communities.
	3.2 Highlighting the role of the Arab World's civilizations in serving humanity.	<ul style="list-style-type: none"> • Play a documentary of some Islamic Scholars to write a brief report after dividing the class into groups, each assigned to search for the most outstanding Islamic Scholars and their achievements towards serving humanity. • Act one of the scholars characters to highlight its achievements in serving the humanit. 	3.2 Highlight the role of the Arab World's civilizations in serving individuals.
	3.3 Showing pride in the civilizations of the Arab World and related achievements.	<ul style="list-style-type: none"> • Design a class magazine on the Arab World's best outstanding features of civilizations • Develop a touristic guide on the most important historic features of the Arab World civilizations. 	3.3 Taking pride in the Arab World's civilizations and achievements.
	3.4 Analyzing the Arab World's civilization achievements and connecting them with other different knowledge fields.	<ul style="list-style-type: none"> • Read an external paragraph on the Arab World's most outstanding achievement of civilizations. • Design an educational aid clarifying the time sequence of the Arab World's civilizations. • Play a documentary on any civilization to identify the major achievements and classify in a timetable. 	3.4 Analyzing the Arab World's civilizations and connecting the same to other learning domains.



4. Taking decisions concerning social life in a responsible way.	4.1 Suggesting appropriate solutions for overcoming difficulties and challenges facing the Arab World.	<ul style="list-style-type: none"> • Read about the Arab League's achievements from different educational sources to develop a report expressing his views on Arab League's role in solving problems • Divide the class into groups, each tackling a problem and propose relative solutions, then design a maquette or an educational aid to solve a problem and display in class. 	4.1 Taking informed decisions for overcoming difficulties and challenges.
	4.2 Showing pride in Kuwait's efforts in helping the Arab World States.	<ul style="list-style-type: none"> • Conduct a field visit to Kuwait Fund to recognize its activities and Kuwait's contributions on the Arab level • Specify beneficially Arab countries from Kuwait's contributions on the Arab World's map • Talk proudly of Kuwait's contributions to the Arab World countries to confirm Kuwait contributions to solidarity and unity concepts • Draw a mind map to clarify type of contributions " cash / in – kind " and their effect in reducing the economic & social suffering across the Arab World. 	4.2 Taking pride in Kuwait's efforts to assist the Arab World countries.
	4.3 Utilizing skills and knowledge earned from other subjects to solve difficulties facing Arab societies.	<ul style="list-style-type: none"> • Use the computer lab to identify Arab communities and their related problems • Write down a Thank You letter to Kuwait authorities acknowledging their contributions in solving the Arab World's problems. 	4.3 Employing his knowledge and skills earned from other learning subjects in a way to solve problems facing different Arab countries.



4.2.2 Learning content

	Content
1. Arab World Natural Environment	Arab World Concept
	Location
	Climate
	Terrain
2. Natural environment impact on the Arab World	Political
	Economic
	Social & Cultural
3. Arab World challenges & issues	Environment Problem <ul style="list-style-type: none"> • Environment Pollution (Air-Water-Soil-noise) • Desertification • Water Scarcity
4. Political Problems	Economic Problems
	Social & Cultural Problems
	Suggested solutions to solve Arab World problems
	Institutions & Organizations role to solve Arab World problems <ul style="list-style-type: none"> • Arab League • Arab League role to solve Arab World problem
5. Arab Solidarity "fact & need"	Solidarity Concept
	Solidarity Domains
6. Kuwait's role in assisting Arab World countries	
7. Arab Culture	Culture Concept
	Arab culture phenomenon along the years
	Arab culture impact on human being in all domains



4.3 Grade 8 – Islamic World

4.3.1 Competences, learning activities and curriculum standards

General competence	Specific Competence	Learning Activities	Curriculum Standards
1	2	3	4
<p>1. Analyzing and explaining social structures and ways of personal involvement in a variety of social contexts.</p>	<p>1.1 Distinguishing the natural environment (location, terrain, climate features) among the Islamic countries.</p>	<ul style="list-style-type: none"> • The learner studies the World Map, then: <ul style="list-style-type: none"> A. Specify the location of the Islamic World in the World countries. B. Classify the Islamic World according to the World's continents. C. Specify the astronomical location of the Islamic World on the map. • Conclude terrain features of the Islamic World using the Atlas, read colors indications and list in a timetable • Look into the Islamic World climate map to list the regional climate where the Islamic World is located, then distribute these regions on an endocrine map after designing its relative key. 	<p>Students are able to:</p> <p>1.1 Distinguish the natural environment (location, terrain, climate features) among the Islamic countries.</p>



	<p>1.2 Connecting the impact of the natural environment on the economy and societies of the Islamic World.</p>	<ul style="list-style-type: none"> • Watch a documentary on the Islamic World natural resources and their countries of production to conclude the Islamic World most important resources & then list in a timetable. • Make a field visit to a Supermarket to collect samples of different products to display in a mini expo in class indicating the Islamic World varied natural resources and their impact on the natural environment. • Use the Internet and the modern aids to point out the impact of economy on Islamic World communities. • Search the Internet in search for the impact of economy on the Islamic World societies and put down a related report. 	<p>1.2 Connect the impact of the natural environment on the economy and societies of the Islamic World.</p>
	<p>1.3 Developing appropriate solutions for issues and challenges facing the Islamic World.</p>	<ul style="list-style-type: none"> • Read different educational sources (newspaper, internet, library) to identify issues and challenges facing the Islamic World environment through dividing learners into groups each with assigned issue to find proper solutions and suggestions. • Conduct field visits to environmental bodies i.e. Environment Public Authority, Distillation Water Plants, Arabic Fund for Economic Development, Green Peace Organization to develop a report on problems facing the environment in the Islamic World. • Develop an orientation campaign inside the school and surrounding area through forestation the school's garden, sorting waste and recycling, conserving water and power and cleaning school's areas. 	<p>1.3 Develop appropriate solutions for issues and challenges facing the Islamic World, according to students age.</p>



	<p>1.4 Using knowledge and skills developed through other subjects to explain the relationships between Kuwait and the Islamic world.</p>	<ul style="list-style-type: none"> • Develop a report on problems and challenges facing the Islamic World environment. • Listen to Quranic Verses to conclude the importance of unity between the Islamic World countries. • Draw the Islamic World major terrain features. • Use the Internet to identify the impact of the natural environment on the Islamic World economy. 	<p>1.4 Use knowledge and skills developed through other subjects to explain the relationships between Kuwait and the Islamic world</p>
<p>2. Exploring social facts and processes of everyday life.</p>	<p>2.1 Exploring aspects of cooperation among Muslim countries to solve the problems facing the Islamic World.</p>	<ul style="list-style-type: none"> • Watch a documentary on Islamic World leaders meeting in one of the Islamic Convention Organization sessions where through a dialogue with learners and a work sheet, the student concludes the reason of the conference and related solutions. • Commend the role played by the Islamic Convention in unifying the Muslims approach in solving issues and problems. • Design a Thank you letter and a congratulation card on national and Islamic events addressed to States offering aids to Islamic countries to ensure solidarity among the Islamic countries. 	<p>2.1 Explore aspects of cooperation among Muslim countries to solve the problems facing the Islamic World.</p>
	<p>2.2 Investigating the economic, social and political problems of the Islamic World and means of dealing with them.</p>	<ul style="list-style-type: none"> • Develop a seminar by the teacher where the learner identifies the Islamic World economic social and political problems, list in a timetable and discuss in class through groups to find related proper solutions and suggestions • Watch a video of an Islamic Cooperation Organization session to refer to the role played by these conferences in proposing solutions. 	<p>2.2 Discuss the economic, social and political problems of Islamic world and means to dealing with them.</p>



	<p>2.3 Appreciating the importance of unity among countries of the Islamic World.</p>	<ul style="list-style-type: none"> • Listen to Quranic Verses and Hadith to conclude the importance of Islamic World Unity and its effect through drawing a mind map showing types of aids that can be provided among the Islamic World States to enhance the concept of unity. • Design a logo representing the unity concept of the Islamic World. 	<p>2.3 Appreciate the importance of unity among countries of the Islamic World.</p>
	<p>2.4 Applying knowledge and skills earned from other subjects to enhance the concept of Islamic Unity.</p>	<ul style="list-style-type: none"> • Listen to Quranic Verses to enhance the importance of Islamic World Unity • Design a poster representing the Islamic unity concept • Develop a report on the role played by the Islamic Cooperation Organization in different fields. 	<p>2.4 Apply knowledge and skills earned from other subjects to enhance the concept of Islamic Unity.</p>
<p>3. Assuming and applying norms and rules for living together in different communities.</p>	<p>3.1 Recognizing the cultural heritage of the Islamic World.</p>	<ul style="list-style-type: none"> • Display an Islamic World mobile map to specify radiation centers of civilization and religion of the Arabian Peninsula and Islamic World using flashes to point out related locations and expansion • Display a theatrical play to explain the civilization and cultural role played by major Islamic World figures. 	<p>3.1 Recognize the cultural heritage of the Islamic World.</p>



	<p>3.2 Eliciting the significance of the cultural and civilization diversity on the prosperity of the Islamic World.</p>	<ul style="list-style-type: none"> • Watch a documentary on different civilization features occurred prior to Islamic civilization (Romanian- Greek- Persian- Indian) with effects on Islamic World prosperity, then: <ul style="list-style-type: none"> A. Refer to civilizations that affected the Islamic civilization, in a timetable. B. Identify their related civilization aspects. C. Indicate their related impact on Islamic World prosperity. • Pay a field visit to the (public library- school library) in order to: <ul style="list-style-type: none"> A. Highlight the role played by Muslims Khalifas to encourage learning and scholars. B. Develop a brief report on the period's major scholars and their related achievement. 	<p>3.2 Elicit the significance of the cultural and civilization diversity on the prosperity of the Islamic World.</p>
	<p>3.3 Showing pride in Islamic and Arabic civilization</p>	<ul style="list-style-type: none"> • Watch a scene play on Islamic civilization to commend the Islamic civilization diversity and prosperity, then write a short telling story. • Connect the impact of Islamic civilization on different aspects of the European Renaissance through discussion and dialogue. 	<p>3.3 Show pride in Islamic and Arabic civilization.</p>
	<p>3.4 Applying knowledge and skills earned from other subjects to achieve the principle of co-existence between different religions and cultures.</p>	<ul style="list-style-type: none"> • Listen to Quranic Verses to elicit the importance of Islamic states unity. • Draw a mind map showing different types of aids among the Islamic states. • Design a logo enhancing the concept of unity. • Search on the Internet for the role played by the Islamic Conference in solving problems. 	<p>3.4 Apply knowledge and skills earned from other subjects to achieve the principle of co-existence between different religions and cultures.</p>



4. Taking decisions concerning social life in a responsible way.	4.1 Supporting her/his views with appropriate scientific reasons in terms of difficulties and challenges facing the Islamic world in different fields.	<ul style="list-style-type: none"> • Watch news sections highlighting the challenges facing the Islamic World, then: <ul style="list-style-type: none"> A. Develop a report on the impact of these challenges and difficulties on the Islamic World. B. Design a magazine to display the impact of the challenges and difficulties on the Arab World. • Watch a part of an Islamic Conference session to indicate its role in solving the Islamic World problems and discuss his/her views on this role with colleagues. • Search on the Internet for the positive role played by the Islamic Conference in all fields. 	4.1 Support her/his views with appropriate scientific reasons in terms of difficulties and challenges facing the Islamic world in different fields.
	4.2 Showing pride in Kuwait's role in helping the Islamic World States.	<ul style="list-style-type: none"> • Initiate field visits to cooperatives and authorities playing a role in providing support to Islamic Worlds in different fields(Kuwait Fund-Islamic charity Authority- Red Crescent Society.) • Design a poster representing the Islamic unity concept. • Develop a report on the role played by the Islamic Conference Organization in different fields. 	4.2 Show pride in Kuwait's role in helping the Islamic World States.
	4.3 Using skills and knowledge earned from other subjects to confirm the principle of cooperation and Islamic solidarity.	<ul style="list-style-type: none"> • Write down a brief report on outstanding Islamic World scholars and related achievements • Quote Quranic Verses indicating the importance of science and scholars • Search on the Internet for the role played by Muslims Khalifas in encouraging science and scholars. 	4.3 Use skills and knowledge earned from other subjects to confirm the principle of cooperation and Islamic solidarity.



4.3.2 Learning content

	Content
1. Islamic World Natural Environment	Location
	Terrain
	Climate
2. Environment Impact on economy and society	
3. Islamic World challenges an solutions	Environment Problems <ul style="list-style-type: none"> • Pollution • Waist • Water scarcity
4. Political Problems	Border problems
	Islamic minority: problems in non-Islamic countries
	War and devastation
5. Economic Problems	Population explosion
	Economic globalization
	Shortage of production
	Economic dependency
	Individual low income



6. Social & Political Problems	Divorce
	Illiteracy
7. Islamic Unity	Islamic Cooperation Organization – organization and related bodies
	Islamic Institutions & Organizations Role in standing against challenges facing the World
8. Islamic Arab Civilization	Civilization Principles: civilization basis and features
	Achievements
9. Co-existence between Islamic World & different religions & cultures	
10. Kuwait's role in assisting the Islamic World	



4.4 Grade 9 – The World

4.4.1 Competences, learning activities and curriculum standards

General competence	Specific Competence	Learning Activities	Curriculum Standards
1	2	3	4
<p>1. Analyzing and explaining social structures and ways of personal involvement in a variety of social contexts.</p>	<p>1.1 Analyzing and explaining environmental diversity (climatic zones, terrain) across the continents.</p>	<ul style="list-style-type: none"> • Watch a documentary to develop a mind map for climate factors. • Observe a universe maquette to specify latitudes on an endocrine map. • Observe World map of regional climates: <ul style="list-style-type: none"> • List regional climates in a time table. • List regional climates in an endocrine map. • Watch a documentary on nature's different plants (forests, grass, desert plants) to link the influence of regional plants on economic resources diversification (wood, fruit) • Observe the terrain World map in Atlas, then list types of terrain in a time table. • Cite Quranic verses to evaluate God's blessings regarding nature environment diversification. 	<p>Students are able to:</p> <p>1.1Analyze and explain environmental diversity across the continents.</p>



<p>1.2 Eliciting the mutual impact between the human and the environment in different domains</p>	<ul style="list-style-type: none"> • Reads an outsourced learning resource to discuss the relations between human and environment (positive/ negative) • Collect samples of some different regional climate's agricultural products to compare features of these regions and their impact on agricultural products diversification • Participate in developing a Radio program on Afforestation Day to indicate the scope of environmental interest and the impact of plants on preserving the ecological systems. 	<p>1.2 Elicit the mutual impact between the human and the environment in different domains.</p>
<p>1.3 Suggesting appropriate solutions for issues and challenges of the environment facing the world seeking the assistance of global organizations and Institutions.</p>	<ul style="list-style-type: none"> • Search for major environmental problems facing the World through modern learning resources and suggest proper solutions • Watch a documentary of a UN World Environment Day Celebrations' session and discuss reasons beyond this celebration with learners asking their viewpoints through suggested solutions • Develop a thank you letter to local, Arab and International environmental organization. 	<p>1.3 Suggest appropriate solutions for issues and challenges of the environment facing the World seeking the assistance of global organizations and institutions.</p>
<p>1.4 Using knowledge and skills developed through other subjects to contribute to solving global challenges.</p>	<ul style="list-style-type: none"> • Cite Quranic verses to evaluate God's Blessing regarding regional climate diversification. • Draw regional climate in an endocrine World map. • Develop a thank you letter to environmental organization and institutions. 	<p>1.4 Use knowledge and skills developed through other subjects to contribute to solving global challenges.</p>



<p>2. Exploring social facts and processes of everyday life.</p>	<p>2.1 Distinguishing between types of relations, (political, economic, social and cultural) among the World's countries.</p>	<ul style="list-style-type: none"> • Watch a video on "Kuwait relations with the world's countries in terms of political, economic and social levels to identify types of relations between countries in a sagittal scheme. • Collect magazines and newspapers' clips and photos to distinguish between the World countries' economic, social and political types of relations through listing in a time table. • Watch a video for the late Amir Sheikh Jaber Al-Ahmed Al-Jaber Al-Sabah speech at the UN during the Iraqi invasion to indicate the importance of relations among the World's countries through developing a report on types of relations between countries and their significance. 	<p>2.1 Distinguish between types of relations among the World's countries of the World.</p>
	<p>2.2 Suggesting reasoned solutions addressing the global political, social and economic challenges across the World.</p>	<ul style="list-style-type: none"> • Divide the class into groups, each assigned with a task on types of problems faced by Kuwait and the World's countries ; discuss in class and each suggests a relevant solution • List types of global problems in a timetable explaining their impact globally then distribute geographically on an endocrine World map. 	<p>2.2 Suggest reasoned solutions addressing the global political, social and economic challenges.</p>
	<p>2.3 Contributing to promoting human global values.</p>	<ul style="list-style-type: none"> • Participate in a radio program on human values enhancing the same among learners • Write a text of three to five lines about the values of cooperation explaining how much it is linked to Islamic principles • Observe colleagues behavior in school and outside of it using an evaluation grid putting down remarks. 	<p>2.3 Contribute to promoting human global values.</p>



	<p>2.4 Connecting between skills and knowledge earned from other subjects to support relations across the countries of the World in all domains.</p>	<ul style="list-style-type: none"> • Write a report on types of relations and related significance among countries. • Write a text of three to five lines on Islamic values. • Cite Quranic verses and Hadith relate to Islamic values. • Try to remember your last trip in a non-Islamic (non-Arab) country; mention in writing the cultural and behavioral differences you noticed; describe how you did you feel and how you managed this differences; organize a debate on this topic in the classroom. • Design a poster on Islamic values. 	<p>2.4 Connect between skills and knowledge earned from other subjects to support relations across the countries of the World in all domains.</p>
<p>3. Assuming and applying norms and rules for living together in different communities.</p>	<p>3.1 Explaining the cultural and civilization diversity in the world.</p>	<ul style="list-style-type: none"> • Participate in an act to identify the World's cultural variation. • Watch a documentary on communication tools and their negative and positive impact on societies. 	<p>3.1 Explain the cultural and civilization diversity in the World.</p>
	<p>3.2 Deducing the significance of the cultural and civilization variation in spreading international peace and cooperation and fighting racial discrimination.</p>	<ul style="list-style-type: none"> • Participate in designing a mind map of cultural and civilization variation importance and related impact on societies' behavior. • Search in modern learning resources to highlight the role of organizations in spreading Islam , global cooperation and fighting racial discrimination. • Read Quranic verses and Hadith, identify the verses dedicated to fighting racial discrimination among societies. 	<p>3.2 Deduce the significance of the cultural and civilization variation in spreading international peace and cooperation and fighting discrimination.</p>



	<p>3.3 Enhancing respect for cultural and religious diversity in the World.</p>	<ul style="list-style-type: none"> • Participate in a school Radio program act on respect for religions indicating the Islamic tolerance towards other religions • Develop a letter expressing the impact of religious and cultural variation and related positive role in developing societies. 	<p>3.3 Proof in the daily behavior respect for cultural and religious diversity in the World.</p>
	<p>3.4 Using knowledge and skills earned from other subjects to enhance the respect of cultural and religion diversity in the World.</p>	<ul style="list-style-type: none"> • Write a report on the value of tolerance and respecting others. • Translate some terms or names related to international organizations (UN, UNESCO, UNICEF, FAO, and others.) 	<p>3.4 Use knowledge and skills earned from other subjects to enhance the respect of cultural and religion variety in the World.</p>
<p>4. Taking decisions concerning social life in a responsible way</p>	<p>4.1 Evaluating solutions provided by World organizations in facing global challenges according to his/ her level of understanding..</p>	<ul style="list-style-type: none"> • Discuss solutions proposed by global organization and their scope of efficiency in facing the World's challenges. • Participate in developing a magazine discussing current events and solutions proposed by Global organizations and evaluating their efforts. 	<p>4.1 Evaluate solutions provided by World organizations in facing global challenges.</p>



	<p>4.2 Appreciating Kuwait's role and contributions in confronting the global challenges.</p>	<ul style="list-style-type: none"> • Visit charity bodies offering assistance to the World's countries and identify types of assistance. • Participate in designing a wall map explaining Kuwait's contributions in facing global challenges. 	<p>4.2 Express appreciation for Kuwait's role and contributions in confronting the global challenges.</p>
	<p>4.3 Using knowledge and skills earned from other subjects to solve faced difficulties faced as a member of the World society.</p>	<ul style="list-style-type: none"> • Develop a report on major current World events and Kuwait's role in facing these events • Design a mind map on major problems facing the individual globally using the computer and suggest appropriate solutions 	<p>4.3 Use knowledge and skills earned from other subjects to solve faced difficulties faced as a member of the World society.</p>



4.4.2 Learning content

Contents	
1. World Natural Environment	The concept of natural environment
	Natural Environment Types
	Natural Environment Elements(location- terrain- climate)
2. Human and Natural Environment	Environment impact on human
	Human impact on environment
3. Natural Environment Problems	Environment Pollution (Air- Water- Soil- Noise)
	Water Scarcity
4. International Relations	Political Relations
	Economic Relations
	Social & Cultural Relations
5. World and Contemporary Challenges	Political Relations
	Economic Relations
	Social & Cultural Relations
6. Human values	The concept of human values
	Value Types
	The impact on society
7. World Civilization and Culture	Civilization and Culture Concept
	Culture Elements
	Culture variety impact on human behavior
8. World Organizations	United Nations
	United Nations role in facing different challenges
	Kuwait Role in facing challenges at global level
	Contribution in Facing International Society Challenges



Part III

Recommendations for Implementing Curriculum and Standards for Social Studies in Intermediate Education

1. Recommendations for the teaching and learning process

General aspects

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

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

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

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

Designing and planning the teaching/learning activities

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

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



The aims

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

Organizing the learning process to meet these aims

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

Some of these principles are presented below:

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

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

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



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

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

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

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

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

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

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

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

2. Recommendations concerning Assessment

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

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

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

2.1. Examinations and National Assessment

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

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



2.2. Classroom Assessment

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

2.2.1. Types of Classroom Assessment

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

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

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

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

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

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



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

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

2.2.2. Some formative assessment approaches

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

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

2.2.3 Recording marks

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



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

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

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

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

3. Recommendations for managing the school-based curriculum

3.1. Roles and responsibilities

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

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

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

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



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

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

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

3.2. Suggestions for implementing the school-based curriculum

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

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



3.3 Solutions for managing the school-based curriculum

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

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

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

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

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

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

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

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

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



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

4. Recommendations for developing teaching and learning materials

4.1. General information useful for teaching and learning materials developers

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

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

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

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

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



4.2 Criteria for developing effective teaching and learning materials

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

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



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

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

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





Appendix 1: Types of competences developed through the Kuwait National Curriculum

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

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

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

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

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



Appendix 2: Types of standards

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

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

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



Appendix 3: Key Competences

The Key Competences students should master by the end of Grade 12 are:

1. Islamic Religious and Ethical Competences

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

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

2. Communicative Competences in Arabic Language

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

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



3. Communicative Competences in English and other Foreign Languages

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

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

4. Mathematical Competences

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

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



5. Social and Civic Competences

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

- Engage competently and responsibly in their private, public and professional lives based on the understanding of their local and wider environments and how they function (i.e. the structures, culture, practices, rules and expectations) as well as their role therein as active citizens volunteering and participating in the service of their community and country;
- Cope actively with the specific multi-ethnic and multi-cultural character of Kuwait society, and constructively and positively deal with issues of diversity and differences;
- Show respect for their own rights and the rights of others, regardless of their ethnicity, language, culture, religion, gender, age, social and educational background and economic status;
- Respect other types of social organizations and systems;
- Respect social and cultural beliefs of others and reject all types of intolerance, extremism and racism;
- Show responsibility for themselves, for others, for society and for the environment;
- Demonstrate initiative and take decisions, fulfill duties and obligations, being aware of, and acknowledge the consequences of personal and collective actions;
- Connect the causes to the result of different social phenomena and processes and be aware of their consequences;
- Actively and responsibly exercise his/her rights that do not conflict with the respect of the rights of others;
- Demonstrate through concrete action the spirit of citizenship and care for public interest;
- Value diversity and demonstrate tolerance, respect and inclusive attitudes;
- Manage and solve conflicts constructively;
- Participate in democratic decision making at all levels in families, schools, local communities and neighborhood activities, as well as in local and national political processes;
- Practice and promote human values and principles in daily life (i.e. respect of personal dignity; fighting against prejudices and discrimination of all kind; fighting poverty and marginalization; promoting gender equality);
- Protect the natural and man-made environment and contribute to sustainable growth and development.



6. Scientific, Technological and Digital Competences

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

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

7. Personal Development and Learning to Learn Competences

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

- Demonstrate, through action, their understanding to learn throughout life.
- Use and manage information correctly, critically, creatively and responsibly.
- Determine the most suitable learning methods and strategies for themselves.
- Improve own learning styles.
- Determine priorities and learning objectives.
- Show initiative, assess risks and handle obstacles to learning.
- Build on, and apply prior learning and experiences.
- Use all appropriate resources for the full development of their own individual potential and the potential of others from the perspective of a holistic approach.
- Appropriately balance the intellectual, emotional and motivational components of their personality, reinforcing their self-confidence and self-esteem, positive motivation and the capacity to make proper use of their attributes, while respecting and valuing the attributes of others.
- Correctly identify and use their own strengths and weaknesses, build on strengths and work to overcome weaknesses.
- Make informed choices and decisions about health, diet and physical culture and



exercise.

- Pursue personal life plans and projects and assess whether and how goals were achieved.
- Act autonomously and responsibly, with the full awareness of consequences;
- Recognize and manage their emotions.
- Relate to, co-operate with and empathize with others.
- Manifest compassion and tolerance toward others.
- Initiate, maintain, and sustain healthy relationships with others, including with individuals from diverse backgrounds.
- Overcome prejudices and compromises that might affect others' interests.
- Manage stress, anger, traumas and resolve inter-personal conflicts constructively.
- Observe and apply the rules of good behavior and ethics in various situations.
- Take responsible choices regarding future life and profession according to individual needs and the benefit of their society.
- Link harmoniously theoretical knowledge to practical activities, displaying a positive attitude towards learning.
- Apply acquired knowledge and skills from all school subjects to further studies, in work, as well as in their public and private lives;
- Recognize and use realities, creativity, aesthetic values of music, art and all areas of Kuwaiti cultural expression, as well as of other world cultures.
- Promote Islamic values and national identity through artistic expressions at national and international level.

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

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

- Use valuable up-to-date knowledge and instrumental skills which enable them to cope with the challenges of a knowledge society, a global economy, and lifelong learning prospects in an increasingly interdependent world;
- Use creatively knowledge on basic and alternative economic resources in Kuwait and the region;
- Initiate or participate in local economic projects according to individual interests and own; community needs;
- Participate in initiating, organizing, managing, monitoring and evaluating projects that have economic and financing impact;
- Manage resources, time, people and their environment productively and responsibly;
- Work cooperatively with others, share and manage conflicts;
- Act autonomously and responsibly, showing initiative and assessing risks;
- Evaluate own work and reflect critically on aims and purposes;
- Use in his/her interest information on career choice and development, develop



individual career; plan and follow it consequently while adapting it to changing individual and social settings;

- Demonstrate openness and potential for learning to live together and promote the principles of sustainable development;
- Show curiosity and inquisitiveness and demonstrate positive and constructive attitudes towards differences;
- Create, innovate, and interact with others through developing art productions in a variety of art fields;
- Exercise their rights and responsibilities within the family, different communities, the work place, and public life;
- Contribute to preserving the environment and to sustainable development at local and global levels.



