

## *New concepts of KNC*

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<b>Curriculum</b>	A system of learning experiences and opportunities that are planned for children and young people through their education.
<b>Textbooks</b>	The core materials for a course. Providing as much as possible in one resource and are designed so that they could serve as the only material learners necessarily use during a course.
<b>Standards</b>	They are statements about what is valued in learning. They describe expectations and are used to judge the level of performance in a field or domain.
<b>Competences</b>	Integrated systems of knowledge, skills, attitudes and values developed through formal (and non-formal) education that allow individuals to become responsible and autonomous persons.

**Range of realities**

Knowledge ( cognitive domain )

**Range of connections**

Relations to other subjects(Transfer domain )

**Range of operations**

Skills and strategies(proficiency domain)

**Range of attitudes**

Personal and social responses  
(Affective domain)

## **Key competences**

They represent a transferable, multifunctional system of knowledge, skills, values, attitudes, and personal/social attributes that all individuals need to acquire for their personal development. They are supposed to be achieved by the end of the Secondary Education period. They are cross-curricular

## **General competences**

They define the most general subject-based knowledge, skills and attitudes/values embedded/integrated in students' expected outcomes by the end of Grade 12.

## **Specific competences**

They define more specific systems of integrated knowledge, skills and attitudes/values. They can even cover specialized, topic-based competences students are supposed to display by the end of each grade.

## **Performance standards**

They refer to the quality level to be achieved by students in performing their general competences by the end of each of the school stages –(national summative assessments)

## **Curriculum standards**

They refer to the quality level to be achieved by students in attaining the specific competences. They describe to what extent the specific competences should be achieved by the end of each grade. They are a matter of school- and class-based formative and summative assessment.

## **Subject curricula**

Are official documents that define why, what, how and with which kind of final expected results students learn in a certain subject from Grades 1 to 12. They fully reflect the conceptual foundation and the provision of the key curriculum statements as defined by the Kuwait National Curriculum Framework.