



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*Nurturing Every Learner's Potential*

**PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN**

**ARABIC LANGUAGE**

**GRADE 4**

First Published 2017

Revised 2024

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## **FOREWORD**

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



**HON. EZEKIEL Ombaki MACHOGU, CBS**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**

## **PREFACE**

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework (BECF)* was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21<sup>st</sup> Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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### LESSON ALLOCATION AT UPPER PRIMARY

<b>S/No</b>	<b>Learning Area</b>	<b>Number of Lessons</b>
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
<b>Total</b>		<b>35</b>

## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

### **3. Promote individual development and self-fulfilment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.



**4 Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

**5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

**6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

**7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

## **LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION**

By the end of the Primary Education, the learner should be able to:

- a) communicate appropriately using verbal and or non-verbal modes in a variety of contexts,
- b) demonstrate mastery of number concepts to solve problems in day to day life,
- c) demonstrate social skills, moral and religious values for positive contribution to society,
- d) develop one's interests and talents for personal fulfilment,
- e) make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world,
- f) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
- g) acquire digital literacy skills for learning and enjoyment,
- h) appreciate the country's rich, diverse cultural heritage for harmonious living.

## **ESSENCE STATEMENT**

Kenya is part of the international community and therefore the learners shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in the curriculum. This will give the learner an opportunity to acquire language competencies in an experiential, innovative and flexible ways. Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning of these languages will promote international consciousness and appreciation of one's own and others' cultures. The learner will transit to Junior School having acquired basic proficiency equivalent to A1/YCT2.

## **SUBJECT GENERAL LEARNING OUTCOMES FOR ARABIC LANGUAGE**

By the end of Upper Primary School, the learner should be able to:

- a) listen and respond appropriately to relevant information in the Arabic language,
- b) read a wide variety of texts fluently and accurately for lifelong learning,
- c) write texts legibly, coherently and creatively in the Arabic language,
- d) express themselves fluently and confidently in varied contexts,
- e) appreciate the role of Arabic language as a means of embracing creativity and international relevance,
- f) enjoy communicating in the Arabic language,
- g) appreciate cultural awareness and exposure to the Arabic language.

## SUMMARY OF STRANDS AND SUBSTRANDS

STRANDS	SUB STRANDS	NUMBER OF LESSONS
<b>LISTENING AND SPEAKING</b>	Interactive Speaking	2
	Listening for Gist: Attentive Listening	4
	Imitative Speaking	4
	Phonological awareness: Fluency	4
	Conversational skills	2
	Public Speaking	2
	Total	18
<b>READING</b>	Reading Aloud: Arabic Alphabet/ Characters	2
	Reading Aloud	2
	Guided Reading: Fluency	4
	Reading Aloud: Fluency	2
	Guided Reading: Picture Reading	2
	Reading Aloud: Grade Appropriate Texts	2
	Reading Aloud: Poetry	2
	Guided Reading: Vocabulary Building	2
Total	18	

<b>WRITING</b>	Guided Writing: Arabic Alphabet/ Characters	2
	Guided Writing: Handwriting	4
	Guided Writing: Visuals	2
	Guided Writing: Spelling	2
	Mechanics of writing: Writing Styles	2
	Guided Writing: Creative Composition	2
	Guided Writing	2
	Guided Writing: Paragraph Writing	2
Total		18
Showcasing of skills and concepts (Exhibition)		6
<b>TOTAL NUMBER OF LESSONS</b>		<b>60</b>

**NOTE:** The suggested number of lessons per Sub Strand may be less or more depending on the context.

## STRAND 1.0: LISTENING AND SPEAKING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.1 Interactive Speaking</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building-Greetings</i></li> <li>• <i>Pronunciation</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) use appropriate words to introduce self,</li> <li>b) pronounce words on greetings and introduction correctly,</li> <li>c) show interest in learning new Arabic words.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• role play various ways of introducing self in different contexts,</li> <li>• watch a video recording of introductions between people and discuss the scenes,</li> <li>• work jointly to repeat words on greetings from an audio recording (<i>e.g. assalmu aleikum</i>),</li> <li>• listen to Arabic greetings and introductions,</li> <li>• dramatise greetings with peers of different gender.</li> </ul>	Why do we greet one another?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: This is developed as the learner builds on their fluency when role playing various ways of introducing self in different contexts.</li> <li>• Creativity and imagination: This is enhanced as the learner exhibits creative ideas and skills when dramatising greetings with peers of different genders.</li> </ul>				

**Values:**

Respect: This is enhanced as the learner shows positive regard for self and others when discussing the scenes on introductions between people.

**Pertinent and contemporary issues(PCIs):**

Gender issues: These are addressed as the learner appreciates differences in greetings to different genders and familiarises themselves with the acceptable standards.

**Links to other Learning Areas:**

The learner is able to relate this concept about greetings and introduction with similar concepts in English and Kiswahili.

<b>THEME 2: FAMILY</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.2 Listening for Gist: Attentive Listening (2 sessions)</b> <ul style="list-style-type: none"> <li>• <i>Vocabulary building- members of the family</i></li> <li>• <i>Oral questions</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify members of the family,</li> <li>b) respond to oral questions from a text on naming members of the nuclear family,</li> <li>c) appreciate the roles of immediate family members.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work jointly to identify members of the nuclear family,</li> <li>• team up to chant short singing games on family members,</li> <li>• discuss with peers the roles of various members of the nuclear family,</li> <li>• respond to simple questions to identify members of the nuclear family e.g. <i>what is your father's name?</i></li> <li>• practice pronouncing target words with correct articulation in groups.</li> </ul>	Why should we pronounce words correctly?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> This is developed as the learner develops listening skills through actively participating in the discussion on the roles of various members of the nuclear family.</li> <li>• <b>Self-efficacy:</b> This is enhanced as the learner confidently expresses themselves while chanting short singing games on family members.</li> </ul>				



**Values:**

Integrity: This is promoted as the learner displays honesty while answering simple questions related to the nuclear family.

**Pertinent and Contemporary Issues (PCIs):**

Social cohesion: This is addressed as learners demonstrate harmonious coexistence and appreciation of their peers when taking up group tasks.

**Links to other Learning Areas:**

The learner is able to relate their learning on the concept of family members to their learning in Social Studies.

**THEME 3: MY SURROUNDING – MY HOME**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.3 Imitative Speaking</b> (2 sessions)</p> <ul style="list-style-type: none"> <li>• <i>Vocabulary building-household items and rooms</i></li> <li>• <i>Prepositions (in, on at, under, above)</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) outline vocabulary on household items and rooms for information,</li> <li>b) identify positions of household items in relation to others,</li> <li>c) appreciate use of prepositions in describing positions of objects.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• watch visual recordings of various household items and identify them,</li> <li>• work collaboratively to discuss the uses of the various household items in homes,</li> <li>• locate positions of household items in relation to other items using prepositions (<i>in, on, at, under, above</i>)</li> <li>• demonstrate various positions of items in relation to others with peers,</li> <li>• listen to an audio recording and articulate target words correctly in pairs,</li> <li>• discuss how to take care of household items.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we need various items in our homes?</li> <li>2. How can we tell the position of an item in the house?</li> </ol>

**Core competencies to be developed:**

- Digital Literacy: This is enhanced as the learner interacts with digital content when listening to an audio recording and articulating target words correctly.
- Self-efficacy: This is promoted as the learner confidently participates with facts and examples in discussions related to rooms in the house and household items.

**Values:**

Respect: This is promoted as the learner appreciates diverse opinions of other peers while participating in discussions.

**Pertinent and contemporary issues (PCIs):**

Environmental awareness: This is promoted as the learners get to know various items found in their home surrounding.

**Links to other Learning Areas:**

The learner is able to relate the concept of household items to their learning of similar concepts as covered in Agriculture.

**THEME 4: TIME – DAYS OF THE WEEK**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.4 Phonological Awareness: Pronunciation</b> <i>(2 sessions)</i></p> <ul style="list-style-type: none"> <li>• <i>Pronunciation</i></li> <li>• <i>Vocabulary building- Days of the week</i></li> <li>• <i>Simple instructions</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) use appropriate pronunciation to outline the days of the week,</li> <li>b) respond to simple instructions correctly,</li> <li>c) appreciate the value of time for lifelong learning.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• work jointly with peers to mention days of the week with correct pronunciation,</li> <li>• compose a simple song on days of the week with peers,</li> <li>• listen to a short presentation on what people do on different days of the week,</li> <li>• answer questions related to the presentation orally,</li> <li>• listen to simple instructions, act in response and practise by giving instructions in pairs <i>e.g stand up and close the door, get out, sit down</i></li> </ul>	<ol style="list-style-type: none"> <li>1. What do you do on different days of the week?</li> <li>2. Why are instructions important?</li> </ol>

**Core competencies to be developed:**

- Communication and collaboration: This is enhanced as the learner listens engages actively when answering questions related to the presentation orally.

- **Creativity and imagination:** This is enhanced as the learner embraces new ideas that ignite creativity when composing a simple song on days of the week with peers.

**Values:**

Respect: This is enhanced as the learner accommodates the opinions and ideas of others while working in groups to talk about what people do on different days of the week.

**Pertinent and Contemporary Issues (PCIs):**

Life skills (Time management): This is enhanced as the learner is accustomed to proper time management skills when talking about days of the week and what people do on different days.

**Links to other Learning Areas:**

Learners are able to link their learning on the concept of days of the week to similar concepts covered in Mathematics.

**THEME 5: FUN AND ENJOYMENT-FAMILY CELEBRATIONS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0</b> <b>Listening and Speaking</b></p>	<p><b>1.5</b> <b>Conversational Skills</b> <i>(2 sessions)</i></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary Building- celebrations</i></li> <li>• <i>Turn taking</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify vocabulary related to the celebration parties for comprehension,</li> <li>b) apply appropriate turn taking skills in a conversation for effective communication,</li> <li>c) appreciate the role of special occasions for social coexistence.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen attentively to an audio presentation about a family celebration,</li> <li>• pick out vocabulary related to celebrations with peers (<i>e.g. food, drinks, friends, balloons, snacks, dance, candles</i>),</li> <li>• identify words used to interrupt politely in a conversation,</li> <li>• collaborate with peers to hold a discussion on a celebration they once attended,</li> <li>• apply appropriate turn taking skills during the discussion,</li> <li>• collaborate with peers to sing celebration songs in the Arabic language,</li> <li>• team up to record the song presentation and organise the recordings in a digital portfolio.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we celebrate special occasions?</li> <li>2. How do we give each other a chance to speak during conversations?</li> </ol>

**Core competencies to be developed:**

- Digital literacy: This is developed as the learner interacts with digital content when listening attentively to an audio presentation about a family event.
- Self-efficacy: This is enhanced as the learner builds on their personal communication skills when applying appropriate turn taking skills and uses polite language during the discussion.

**Values:**

Respect: This is promoted as the learner accommodates the ideas of others while discussing a celebration they have once attended.

**Pertinent and Contemporary Issues (PCIs):**

Cultural awareness: This is enhanced as the learner interacts with information on various celebrations and how they are celebrated.

**Links to other Learning Areas:**

The learner is able to relate the concept of celebrating special days to their learning of celebrations and festivals in Religious Education.

**THEME 6: FOODS AND DRINKS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.6 Listening for Gist: Attentive Listening</b> (2 sessions)</p> <ul style="list-style-type: none"> <li>• <i>Vocabulary building- foods and drinks</i></li> <li>• <i>Oral questions</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) mention different types of foods and drinks found in the locality for comprehension,</li> <li>b) respond to simple questions based on oral texts for information,</li> <li>c) appreciate the importance of food to human life.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to an oral presentation based on the different types of foods and drinks,</li> <li>• collaborate with peers to identify the foods and drinks mentioned in the oral recording,</li> <li>• work with peers to answer direct and inferential questions based on oral texts,</li> <li>• conduct a conversation with peers using vocabularies related to the theme,</li> <li>• sing songs in groups about foods found in their locality,</li> <li>• stage the songs during inter-class festivals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we reduce food wastage at home?</li> <li>2. How do we listen attentively?</li> </ol>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: This is enhanced as the learner builds on their interaction skills when answering direct and inferential questions based on oral texts.</li> </ul>				



- **Self-efficacy:** This is enhanced as the learner engages with facts and examples when conducting a conversation with peers using vocabularies related to the theme.

**Values:**

Unity: This is enhanced as the learner displays a team spirit while working with peers to sing songs about foods found in their locality.

**Pertinent and Contemporary Issues (PCIs):**

Nutrition issues: These are addressed as the learner interacts with names of various foods and drinks from their locality.

**Links to other Learning Areas:**

The learner is able to link the concept about foods and drinks to similar concepts as taught in Agriculture.

<b>THEME 7: MY BODY</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.7 Imitative Speaking</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building- Parts of the body</i></li> <li>• <i>Instructions</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe parts of the body for information,</li> <li>b) respond to given instructions for comprehension,</li> <li>c) appreciate importance of taking care of the body.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work with peers to identify the parts of the body,</li> <li>• sing simple rhymes and songs describing various parts of the body,</li> <li>• practice pronouncing vocabulary related to parts of the body with peers,</li> <li>• work in pairs to listen to simple instructions and act in response e.g. <i>raise your hand, close your eyes, touch your nose.</i></li> <li>• collaborate to play a language game e.g. <i>Simon Says</i> on identifying parts of the body.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you take care of your body?</li> <li>2. Why should we pronounce words correctly?</li> </ol>

**Core competencies to be developed:**

Communication and collaboration: This is developed as the learner builds their listening skills when collaborating to play a language game e.g. *Simon Says* on identifying parts of the body.

**Values:**

Respect: This is enhanced as the learner shows positive regard for self and others while working in groups to accomplish tasks like identifying parts of the body.

**Pertinent and Contemporary Issues (PCIs):**

Health promotion issues (self-awareness): These are addressed as the learner appreciates the various parts of the body and their respective functions.

**Links to other Learning Areas:**

The learner is able to link the concept on parts of the body to their learning of the human body in Science and Technology.

<b>THEME 8: WEATHER AND ENVIRONMENT</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.8 Phonological Awareness: Fluency</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Pronunciation</i></li> <li>• <i>Intonation</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) use correct pronunciation to express ideas on weather and the environment,</li> <li>b) apply accurate intonation in saying words on weather and the environment,</li> <li>c) develop interest in maintaining and taking care of the environment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• describe the weather features using appropriate pronunciation,</li> <li>• peer review each other's description of weather features for fluency,</li> <li>• listen to a resource person narrate stories on weather with correct intonation and pronunciation of words,</li> <li>• take turns to retell vocabulary using appropriate intonation,</li> <li>• conduct a class discussion on how to conserve the environment.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we take care of our immediate environment?</li> <li>2. Why is fluency a key concept in the Arabic language?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to learn: This is enhanced as the learner builds on their learning experiences when peer reviewing each other's description of weather features for fluency.</li> <li>• Self-efficacy: This is promoted as the learner engages with facts and examples when conducting a class discussion on how to conserve the environment.</li> </ul>				

**Values:**

Social Justice: This is promoted as the learner accords each other equal opportunities when taking turns to retell vocabulary using appropriate intonation.

**Pertinent and Contemporary Issues (PCIs):**

Climate Change: This is promoted as learners interact with the resource person to acquire information on matters regarding the weather and environment.

**Links to other Learning Areas:**

The learner is able to link the vocabulary covered on weather and environment to their learning of weather and climate in Social Studies.

<b>THEME 9: GETTING AROUND -THE HOME</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.9 Public Speaking</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Pronunciation</i></li> <li>• <i>Tone</i></li> <li>• <i>Short speeches</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) retell key words and phrases using correct pronunciation,</li> <li>b) make a short speech on the theme using appropriate tone and pronunciation,</li> <li>c) appreciate speaking skills to convey information accurately.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio recorded speech on the home and things found at home,</li> <li>• practice what the presenter is saying correctly in groups,</li> <li>• work jointly with peers to prepare a short speech using vocabulary related to the locating items in the house,</li> <li>• make a short speech related to the theme using appropriate tone and pronunciation,</li> <li>• team up to participate in interclass or school speaking competitions.</li> </ul>	1. How can you improve your speaking skill?

**Core competencies to be developed:**

- Critical thinking and problem solving: This is enhanced as the learner builds on their research skills when preparing a short speech using vocabulary related to the locating items in the house.
- Digital literacy: This is promoted as the learner interacts with digital content when listening to an audio recorded speech on the home and things found at home.

**Values:**

Responsibility: This is promoted as the learner takes up assigned roles while working on group tasks like participating in interclass or school speaking contests.

**Pertinent and Contemporary Issues (PCIs):**

Environmental Awareness: This is promoted as the learner appreciates items and their positions in the house environment.

**Links to other Learning Areas:**

Learner is able to link the concept on household items to similar concepts covered in Agriculture.

## ASSESSMENT RUBRICS FOR THE STRAND: LISTENING AND SPEAKING

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Ability to use vocabulary and expressions to probe and engage in oral interactions	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions in varied contexts	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses most of the targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses very few of the targeted vocabulary and expressions to probe and engage in oral interactions
Ability to maintain correct spoken language patterns (pronunciation, intonation, rhythm and pacing) in oral expression	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. Communication is clear and fluid	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time in oral expression. Makes a few errors at times that may interfere with communication	The learner maintains correct pronunciation, intonation, rhythm and pacing on rare occasions in oral expression. Makes many errors most of the time that interfere with communication
Ability to respond to questions and prompts to show comprehension and engagement in oral interactions	The learner responds to all questions and prompts to show comprehension and engagement and goes further to give appropriate illustrations and examples	The learner responds to all questions and prompts to show comprehension and engagement	The learner responds to most questions and prompts to show comprehension and engagement	The learner responds to very few questions and prompts to show comprehension and engagement



<p>Ability to employ gestures and facial expressions to enhance oral interactions</p>	<p>The learner employs varied gestures and facial expressions in oral expressions whenever required. Is sensitive to cultural diversity and adapts non-verbal cues to diverse cultural contexts.</p>	<p>The learner employs adequate gestures and facial expressions to complement oral expressions whenever required.</p>	<p>The learner employs some gestures and facial expressions to complement oral expressions when required. A few gestures and facial expressions used do not rhyme with the intended communication</p>	<p>The learner employs a few gestures and facial expressions to complement oral expressions when required. Many of the gestures and facial expressions used do not rhyme with the intended communication</p>
<p>Ability to display willingness to participate in oral interactions</p>	<p>The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings. Encourages others to engage in oral interactions.</p>	<p>The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings.</p>	<p>The learner is at times hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.</p>	<p>The learner is mostly hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.</p>

<b>THEME 1: GREETINGS AND INTRODUCTION</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.1 Reading Aloud: Arabic Alphabet</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Arabic Alphabetic Characters</i></li> <li>• <i>Greeting words and phrases</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) articulate simple Arabic symbols/characters,</li> <li>b) read greeting words and phrases correctly,</li> <li>c) develop interest in reading Arabic words.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work jointly to articulate the symbols/characters of the Arabic alphabet,</li> <li>• articulate sounds using blend and digraphs in groups <i>e.g saa..., qaa.</i></li> <li>• read Arabic syllables from a given display in groups,</li> <li>• take turns to read simple sentences on greetings and self-introduction,</li> <li>• create a letter bank of the Arabic alphabet and organise in a class portfolio.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to introduce yourself to others?</li> <li>2. How are Arabic alphabets different from those in other languages?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Self-efficacy: This is developed as the learner builds on their organisation skills when creating a letter bank of the Arabic alphabet and organises in a class portfolio.</li> <li>• Communication and collaboration: This is developed as the learner enhances their speaking skills by articulating sounds using blend and digraphs in groups <i>e.g. saa..., qaa.</i></li> </ul>				

**Values:**

Responsibility: This is promoted as the learner engages in assigned duties when taking turns to read sentences on greetings and self-introduction.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship: This is promoted as learners accommodate each other's contributions and show kindness to each other as they work in groups.

**Links to other Learning Areas:**

The learner is able to relate this concept on greetings and introduction as taught in all other languages.

<b>THEMES 2: FAMILY</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.2 Reading aloud</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Syllables blending</i></li> <li>• <i>Simple words</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) blend syllables to form words for comprehension,</li> <li>b) read simple words related to the members of the family in written texts,</li> <li>c) appreciate fluency in reading for lifelong learning.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• rearrange jumbled up syllables to make meaningful and complete words,</li> <li>• read syllables of words using the following reading strategies in pairs: decoding, cues and word spacing e.g <i>ka+ta+ba, kha+ra+ja</i></li> <li>• work jointly to find vocabulary related to the names of family members from various print sources,</li> <li>• take turns reading words about immediate family members from a given display.</li> </ul>	1. How can one ensure they read new words accurately?

**Core competencies to be developed:**

- Self-efficacy: This is enhanced as the learner builds on their articulation when reading words about the immediate family members from a given display correctly.
- Critical thinking and problem solving: This is enhanced as the learner rearranges jumbled up syllables to create meaningful and complete words.

**Values:**

Social Justice: This is promoted as the learner accords each one an equal opportunity when taking turns to read words about immediate family members from a given display.

**Pertinent and Contemporary Issues (PCIs):**

Nationalism: This is promoted as the learners accommodate and show kindness to each other as they take up group tasks.

**Links to other Learning Areas:**

The learner is able to relate the concept of family members with similar concepts covered in Religious Studies.

<b>THEME 3: MY SUROUNDING-MY HOME</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.3 Guided reading: Fluency</b> <i>(2 sessions)</i>	By the end of the Sub Strand, the learner should be able to:  a) pick out vocabulary related to the theme from a written text, b) apply appropriate pronunciation when reading simple words for comprehension, c) develop interest in using acquired vocabulary for proper communication.	The learner is guided to:  <ul style="list-style-type: none"> <li>• team up to list vocabulary related to the theme from a short passage,</li> <li>• read words related to household items aloud using correct pronunciation,</li> <li>• peer assess each other's reading for fluency in terms of pronunciation,</li> <li>• team up to conduct a spelling bee contest to spell simple words related to the theme.</li> </ul>	Why is it important to read words with correct pronunciation?
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and collaboration: This is developed as learner keenly articulates sounds in simple words related to the theme.</li> </ul>				

- **Citizenship:** This is promoted as the learner embraces each other's role when teaming up to conduct a spelling bee contest to spell simple words related to the theme.

**Values:**

**Integrity:** This is enhanced as the learner gives honest and constructive feedback to peers while peer assessing each other's reading for fluency in terms of pronunciation.

**Pertinent and Contemporary Issues (PCIs):**

**Environmental awareness:** This is addressed as the learner recognises household items and describes their location in relation to others.

**Links to other Learning Areas:**

The learner is able to relate the concept of household items to similar concepts as covered in Agriculture.

<b>THEME 4: DAYS OF THE WEEK</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.4 Reading Aloud: Fluency</b> (2 sessions) <ul style="list-style-type: none"> <li>• <i>Vocabulary building- days of the week</i></li> <li>• <i>Meaning of words</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) read words relating to days of the week accurately,</li> <li>b) relate activities to days of the week for comprehension,</li> <li>c) develop interest in reading Arabic texts for pleasure.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• engage in reading words on days of the week accurately,</li> <li>• listen to audio recordings of days of the week read at different paces and repeat,</li> <li>• work jointly to match activities to specific days they take place,</li> <li>• list the days of the week on flashcards and display in class,</li> <li>• work collaboratively to engage in a reading contest for fluency and effective communication.</li> </ul>	How can one improve their reading skills?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital literacy: This is developed as the learner interacts with audio recordings of days of the week read at different paces and repeats.</li> <li>• Communication and collaboration: This is enhanced as the learner builds on the reading prowess when working collaboratively to engage in a reading contest for fluency and effective communication.</li> </ul>				



**Values:**

Love: This is nurtured as the learner ensures care and regard for others when giving each other adequate time to match activities to specific days they take place.

**Pertinent and Contemporary Issues (PCIs):**

Nationalism: This is promoted as the learner engages with peers equally and respectfully to work on improving their reading fluency.

**Links to other Learning Areas:**

The learner is able to relate the concept of days of the week to their learning of time in Mathematics.

**THEME 5: FUN AND ENJOYMENT-FAMILY CELEBRATIONS**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<p><b>2.0 Reading</b></p>	<p><b>2.5 Guided Reading: Picture Reading</b> <i>(2 sessions)</i></p> <ul style="list-style-type: none"> <li>• <i>Picture events</i></li> <li>• <i>Oral questions</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe events based on pictures on celebrations,</li> <li>b) respond to questions on a text for comprehension,</li> <li>c) develop interest in reading Arabic texts for enjoyment.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• work jointly with peers to study pictures on family celebrations and describe the events,</li> <li>• pick out people and things from the picture,</li> <li>• collect pictures of things found during family celebrations and organise in a class portfolio,</li> <li>• team up to answer questions on pictures related to family celebrations and make predictions,</li> <li>• collaborate with peers to prepare a picture book on family celebrations for extensive reading of Arabic texts for enjoyment.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we celebrate special occasions?</li> <li>2. How are pictures regarded to be worth a thousand words?</li> </ol>

**Core competencies to be developed:**

Learning to learn: This is promoted as the learner engages in collective learning by collaborating with peers to collaborate with peers to prepare a picture book on family celebrations for extensive reading of Arabic texts for enjoyment.

**Values:**

Unity: This is enhanced as the learner works jointly with peers to collect pictures of things found during family celebrations and organise in a class portfolio.

**Pertinent and Contemporary Issues (PCIs):**

Social cohesion: This is promoted as the learner interacts with texts on family celebrations that bring people together for coexistence.

**Links to other Learning Areas:**

The learner is able to link the concept of picture reading to their learning of visual representations of ideas in Creative Arts.

<b>THEME 6: FOOD AND DRINKS</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.6 Guided Reading: Fluency</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Pace</i></li> <li>• <i>Verbal cues</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) read a sentence with good pace for fluency,</li> <li>b) apply appropriate verbal cues in reading for effective communication,</li> <li>c) develop interest in reading Arabic texts for enjoyment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• take turns to read short sentences based on foods and drinks aloud with appropriate pace,</li> <li>• time each other as they read texts to ensure correct pace,</li> <li>• apply appropriate verbal cues (<i>intonation, speed, tonal variation</i>) when reading,</li> <li>• peer review each other's reading for accuracy and fluency,</li> <li>• read level appropriate texts independently during free time.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which are common Foods found in your locality?</li> <li>2. How can we make our reading captivating to a listener?</li> </ol>

**Core competencies to be developed:**

- Learning to learn: This is enhanced as the learner builds on their learning experience through reflection by peer reviewing each other's reading for accuracy and fluency.
- Self-efficacy: This is developed as the learner builds on their time management skills by timing others as they read texts to ensure good pace.

**Values:**

Unity: This is enhanced as the learner displays a team spirit while taking turns to read short sentences based on the theme aloud with appropriate pace.

**Pertinent and Contemporary Issues (PCIs):**

Nutrition and lifestyle: This is addressed as the learners appreciate the types and value of foods for human beings.

**Links to other Learning Areas:**

The learner is able to link this concept on reading fluency to their learning of similar concepts in English.

<b>THEME 7: MY BODY</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.7 Reading Aloud: Grade Appropriate Texts</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Reading speed</i></li> <li>• <i>Inferring meaning</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) read a simple text with appropriate speed for comprehension,</li> <li>b) infer meaning of vocabulary for information,</li> <li>c) develop interest in reading for enjoyment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work with peers to conduct a reader’s theatre to read simple texts about the parts of body fluently,</li> <li>• identify vocabulary from the text from familiar and unfamiliar words,</li> <li>• collaborate with peers to build a vocabulary bank of words related to the theme,</li> <li>• infer meaning of unfamiliar words from the texts based on context,</li> <li>• collaborate with peers to look up the meaning of unfamiliar words in the dictionary or reference materials.</li> </ul>	Why is reading important?

**Core competencies to be developed:**

- Critical thinking and problem solving: This is developed as the learner considered possible perspectives and views to infer meaning of unfamiliar words from the texts based on context.
- Communication and collaboration: This is enhanced as the learner engages actively with peers to conduct a reader's theatre to read simple texts about the parts of body fluently.

**Values:**

Responsibility: This is promoted as the learner takes up assigned roles in teams when building a vocabulary bank of words related to the theme.

**Pertinent and Contemporary Issues (PCIs):**

Social cohesion: This is promoted as the learner appreciates the role that others play in achievement of group goals when taking part in group tasks.

**Links to other Learning Areas:**

The learner is able to link this concept on parts of the body to similar concepts as is covered in Science and Technology.

<b>THEME 8: WEATHER AND ENVIRONMENT</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.8 Reading Aloud: Poetry</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Poems</i></li> <li>• <i>Non-verbal cues</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) read a simple poem on weather for effective communication,</li> <li>b) apply non-verbal cues in presentation of a poem,</li> <li>c) acknowledge the value of poems in Arabic language.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work in groups to read a poem aloud,</li> <li>• apply non-verbal cues (<i>gestures, facial expressions, body movement</i>) when reciting the poem,</li> <li>• take turns to identify vocabulary from the poem related to the weather and environment,</li> <li>• create a vocabulary bank on words identified for future reference,</li> <li>• stage the poem during the interclass festivals and competitions.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we take care of our immediate environment?</li> <li>2. Why are poems used in Arabic language?</li> </ol>



**Core competencies to be developed:**

- Creativity and imagination: This is nurtured as the learner embraces new ideas that ignite creativity when applying non-verbal cues (*gestures, facial expressions, body movement*) when reciting the poem.
- Self-efficacy: This is promoted as the learner builds on their public presentation skills when staging the poem during the interclass festivals and competitions.

**Values:**

Responsibility: This is enhanced as the learner appreciates the contribution of peers when staging the poem during interclass festivals and competitions.

**Pertinent and Contemporary Issues (PCIs):**

Climate Change: This is addressed as the learner interacts with poems on weather and environment.

**Links to other Learning Areas:**

The learner is able to link this concept about weather and environment to concepts as taught in Agriculture.

**THEME 9: GETTING AROUND-AT HOME**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0 Reading</b></p>	<p><b>2.9 Guided Reading: Vocabulary Building</b> <i>(2 sessions)</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify thematic words from a text for comprehension,</li> <li>b) prepare a vocabulary bank on the thematic words for information,</li> <li>c) develop a positive attitude towards reading.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• collaborate with peers to select thematic words from a text based on the theme,</li> <li>• conduct a reading session to read the selected words,</li> <li>• team up to participate in reading circles by reading aloud words on location of household items,</li> <li>• work with peers to prepare a vocabulary bank on words based on the theme,</li> <li>• collaborate with peers to write the vocabulary on flashcards for display.</li> </ul>	<ul style="list-style-type: none"> <li>1. Why do we need to keep household items safely?</li> <li>2. How does vocabulary building help in Arabic language acquisition?</li> </ul>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: This is enhanced as the learner acquires fluency in reading by reading aloud thematic words.</li> <li>• Self-efficacy: This is enhanced as the learner builds on their group work skills when participating in reading sessions confidently.</li> </ul>				

**Values:**

Unity: This is promoted as the learner displays a team spirit while collaborating with peers to prepare a vocabulary bank on words related to the theme.

**Pertinent and Contemporary Issues (PCIs):**

Social cohesion: This is promoted as the learner works together with peers to develop a reading culture by participating in reading circles and reading sessions.

**Links to other Learning Areas:**

The learner is able to link the concept on vocabulary building for language acquisition to their learning of similar concepts in English and Kiswahili.

## ASSESSMENT RUBRICS FOR THE STRAND: READING

<b>Level Indicator</b>	<b>Exceeding Expectation</b>	<b>Meeting Expectation</b>	<b>Approaching Expectation</b>	<b>Below Expectation</b>
Ability to pronounce words in contexts for accuracy in reading	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning. Makes no errors of pronunciation even for texts on unfamiliar topics.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning.	The learner makes a few errors of pronunciation of words in simple texts on familiar topics. Errors may hamper the ability to convey the intended meaning.	The learner makes many errors of pronunciation of words in simple texts on familiar topics. Errors greatly hamper the ability to convey the intended meaning.
Ability to read with fluency (smoothness, pace, pauses and intonation)	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes no errors at all even in texts on unfamiliar topics.	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors in texts on unfamiliar topics and auto-corrects self in the few errors made.	The learner reads simple texts with natural and smooth flow and at an appropriate pace through most parts of the texts. Pays attention to most of the punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes many errors in texts on unfamiliar topics and is unable to auto-corrects self.	The learner reads simple texts with stilted and choppy flow through most parts of the texts. Pays attention to very few punctuations as pauses and intonation are misplaced.

<p>Ability to read and understand simple texts</p>	<p>The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.</p>	<p>The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.</p>	<p>The learner interprets most of the questions in context and gives correct answers to most of them. Vocabulary used in giving responses to questions is limited but sufficient.</p>	<p>The learner interprets few questions in context and gives correct answers to a few of them. Vocabulary used in giving responses to questions is very limited but insufficient.</p>
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## STRAND 3.0: WRITING

### THEME 1: GREETINGS AND INTRODUCTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	<p><b>3.1 Guided writing: Arabic Alphabet</b></p> <p><i>(2 sessions)</i></p> <ul style="list-style-type: none"> <li>• <i>Symbols/Characters of the Alphabet</i></li> <li>• <i>Writing words</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) write symbols of the Arabic alphabet accurately,</li> <li>b) re-write words related to greetings and introduction neatly,</li> <li>c) acknowledge the role of neatness and legibility in writing for lifelong learning.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• trace the Arabic symbols and characters of the alphabet neatly,</li> <li>• re-write the symbols neatly and legibly,</li> <li>• complete words with missing letters (<i>nuun,raa,saad,faa,</i>) with its vowels,</li> <li>• team up to prepare a chart on Arabic characters and display on the language corner,</li> <li>• copy words on greetings and introductions from a given display.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are greetings important?</li> <li>2. How does good handwriting look like?</li> </ol>

**Core competencies to be developed:**

Critical thinking and problem solving: This is promoted as the learner explores possible views when completing words with missing letters (*nuun, raa, saad, faa,*) with its vowels.

**Values:**

Responsibility: This is enhanced as the learner engages in assigned duties when teaming up to prepare a chart on Arabic characters and display on the language corner.

**Pertinent and Contemporary Issues (PCIs):**

Nationalism: This is promoted as the learner embraces the Arabic language by understanding and exploring ways of representing Arabic characters in writing.

**Links to other Learning Areas:**

The learner is able to relate the concept of Alphabets and symbols to their learning of letters and sounds in English and Kiswahili.

<b>THEME 2: FAMILY</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.2 Guided writing: Handwriting</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Neatness and legibility</i></li> <li>• <i>Letters/ characters of the Alphabet</i></li> <li>• <i>Simple words</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the characteristics of a good handwriting,</li> <li>b) re-write words on the family neatly and legibly,</li> <li>c) acknowledge the importance of neat and legible handwriting for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• collaborate with peers to discuss the characteristics of a good handwriting,</li> <li>• trace letters neatly and legibly with appropriate spacing and accuracy,</li> <li>• copy simple words on the names of family members neatly and legibly,</li> <li>• display their neatly written words in the language corner for peer review,</li> <li>• participate in a writing contest on handwriting and neat presentation of written works.</li> </ul>	How can you develop a good handwriting?



**Core competencies to be developed:**

Critical thinking and problem solving: This is enhanced as the learner collaborates with peers using facts and examples to discuss the characteristics of a good handwriting.

**Values:**

Integrity: This is promoted as learner exhibits transparency when displaying their neatly written words in the language corner for peer review.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship: This is promoted as the learner accommodates and show kindness to each other as they work in groups to accomplish tasks.

**Links to other Learning Areas:**

The learner is able to link the concept of good handwriting to their learning of similar concepts in English and Kiswahili.

<b>THEME 3: MY SUROUNDING-MY HOME</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.3 Guided Writing: Visuals</b>  <i>(2 sessions)</i>  <i>Picture drawing</i>  <i>Picture naming</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify simple items found at home,</li> <li>b) use basic descriptive words to name pictures,</li> <li>c) appreciate the role of pictures in effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work jointly to list the household items and rooms found in the house,</li> <li>• draw, colour and label household items of their choice in groups,</li> <li>• share their artistic works with peers for review,</li> <li>• work jointly to organise their work in the class portfolio,</li> <li>• match images of household items to their names,</li> <li>• work in pairs to write simple words describing household items/rooms in the house.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you take care of household items?</li> <li>2. Why are pictures used to communicate?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: This is enhanced as the learner weighs possible ideas when matching images of household items to their names.</li> <li>• Creativity and imagination: This is nurtured as the learner embraces ideas that ignite creativity when drawing, colouring and labelling household items of their choice in groups.</li> </ul>				

**Values:**

Responsibility: This is enhanced as the learner performs the assigned duties when working jointly to organise their work in the class portfolio.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship: This is promoted as the learner accommodates views and shows kindness to each other as they work in groups to complete tasks.

**Links to other Learning Areas:**

The learner is able to relate the concept of picture drawing and naming to similar concepts covered in Creative Activities.

<b>THEME 4: DAYS OF THE WEEK</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.4 Guided Writing: Spelling</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building- days of the week</i></li> <li>• <i>Spelling</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) list words related to days of the week using correct spelling,</li> <li>b) write simple words related to the theme using accurate spelling,</li> <li>c) appreciate the use of correct spelling for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• identify days of the week with peers,</li> <li>• fish out letters from a collection of jumbled up letters to form days of the week,</li> <li>• engage in a dictation session to list days of the week using correct spelling,</li> <li>• complete language puzzles relating to days of the week,</li> <li>• match letters to form words from a given collection of words about days of the week</li> <li>• rearrange jumbled words to make meaningful sentences on days of the week in groups.</li> </ul>	Why should we spell words correctly?

**Core competencies to be developed:**

Critical thinking and problem solving: This is promoted as the learner considers possible choices when fishing out letters from a collection of jumbled up letters to form days of the week.

**Values:**

Social justice: This is enhanced as the learner gives peers equal opportunities when completing language puzzles relating to days of the week.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship: This is promoted as the learner accommodates views and shows kindness to each other as they work in groups to accomplish group tasks.

**Links to other Learning Areas:**

The learner is able to relate the concept of correct spelling to their learning of similar concepts covered in English.

**THEME 5: FUN AND ENJOYMENT- FAMILY CELEBRATIONS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>3.0 Writing</b></p>	<p><b>3.5 Mechanics of Writing: Writing Styles</b></p> <p><i>(2 sessions)</i></p> <ul style="list-style-type: none"> <li>• <i>Arabic writing styles</i></li> <li>• <i>Vocabulary</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) outline vocabulary related to the theme using various Arabic writing styles,</li> <li>b) write simple sentences using acquired vocabulary correctly,</li> <li>c) appreciate different Arabic writing styles.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• through think-pair-share, write vocabulary related to family celebrations using various Arabic writing styles,</li> <li>• use the acquired vocabulary to re-write simple sentences neatly and legibly,</li> <li>• collaborate with peers to rearrange jumbled up words to form coherent sentences,</li> <li>• fill in gaps in sentences using accurate choice of vocabulary,</li> <li>• write simple sentences to explain what activities are carried out during their family celebrations.</li> </ul>	<p>How can you develop a good handwriting?</p>

**Core competencies to be developed:**

Critical thinking and problem solving: This is developed as the learner acquires logical writing skills when collaborating with peers to rearrange jumbled up words to form coherent sentences.

**Values:**

Responsibility: This is enhanced as the learner engages in assigned duties when rearranging jumbled up words to form coherent sentences.

**Pertinent and Contemporary Issues (PCIs):**

Cultural awareness: This is enhanced as learners brainstorm and write texts about their family celebrations and how they celebrate them.

**Links to other Learning Areas:**

The learner is able to relate the concept of special occasions to similar concepts as covered in Social Studies.

<b>THEME 6: FOOD AND DRINKS</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.6 Guided Writing: Handwriting</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Word spacing</i></li> <li>• <i>Shaping of characters</i></li> <li>• <i>Simple sentences</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify foods and drinks for information,</li> <li>b) re-write simple sentences with accurate spacing and shaping of characters,</li> <li>c) appreciate the skill of writing for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• collaborate with peers to list various names of foods and drinks for information,</li> <li>• draw and label different foods found in their locality on charts,</li> <li>• collaborate with peers to post their charts on the walls of the classroom for peer review,</li> <li>• copy sentences neatly and legibly paying attention to spacing and shaping of letters,</li> <li>• share their well written sentences on the class talking walls for review,</li> <li>• re-organise jumbled up words to form a coherent sentence.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which are common foods found in your locality?</li> <li>2. How do we ensure we write neatly and legibly?</li> </ol>



**Core competencies to be developed:**

Creativity and imagination: This is enhanced as the learner embraces ideas that ignite creativity when drawing and labelling different foods found in their locality on charts.

**Values:**

Unity: This is enhanced as the learner collaborates with peers to post their charts on the walls of the classroom for peer review.

**Pertinent and Contemporary Issues (PCIs):**

Food security: This is promoted as the learners interact with content and write about various foods and drinks found in their locality.

**Links to other Learning Areas:**

The learner is able to link the concept about foods and drinks to similar concepts as taught in Agriculture.

<b>THEME 7: MY BODY</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.7 Guided Writing: Creative Writing</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Neatness and legibility</i></li> <li>• <i>Simple poems</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) list vocabulary related to the theme in neat and legible handwriting,</li> <li>b) re-write a simple poem based on the theme for comprehension,</li> <li>c) develop interest in artistic expression through writing.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• list the parts of the body on flashcards to form a vocabulary bank on words acquired,</li> <li>• draw and colour the various parts of the body,</li> <li>• organise the drawings in the class portfolio,</li> <li>• use <i>think-pair-share</i> strategy to write simple sentences about parts of the body,</li> <li>• work jointly with peers to re-write a simple poem (one stanza long) based on the theme,</li> <li>• stage the poem during interclass festivals or school functions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you take care of your body?</li> <li>2. How do poems enhance creativity?</li> </ol>

**Core competencies to be developed:**

Critical thinking and problem solving: This is developed as learners use *think-pair-share* strategy to write simple sentences about parts of the body.

**Values:**

Unity: This is enhanced as the learner works jointly with peers to re-write a simple poem (one stanza long) based on the theme.

**Pertinent and Contemporary Issues (PCIs):**

Health promotion (self-awareness) : This is addressed as the learner appreciates parts of the body and the various functions they serve.

**Links to other Learning Areas:**

The learner is able to link the concept of composing poems to their learning of similar performance concepts in Creative Arts.

**THEME 8: WEATHER AND ENVIRONMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.8 Guided Writing</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Simple sentences</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) list weather features for comprehension,</li> <li>b) use basic descriptive words to write simple sentences based on the theme,</li> <li>c) appreciate the skill of writing for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work jointly with peers to list weather features (sun, clouds, wind, rain) using neat and legible handwriting,</li> <li>• collaborate with peers to match pictures of weather features to their names,</li> <li>• write simple descriptions of weather features using short phrases/sentences,</li> <li>• in pairs write simple sentences about pictures on weather features,</li> <li>• team up to draw and label different weather features and post on walls of the school in group.</li> </ul>	<ol style="list-style-type: none"> <li>1. How does weather affect our daily life?</li> <li>2. Why is writing in Arabic unique compared to other languages?</li> </ol>

**Core competencies to be developed:**

- Creativity and imagination: This is enhanced as the learner embraces new ideas when drawing and labelling different weather features and posts on walls of the school.
- Learning to learn: This is promoted as the learner independently writes simple sentences about pictures on weather features.

**Values:**

Love: This is promoted as the learner accords peer equal time to match pictures of weather features to their names.

**Pertinent and Contemporary Issues (PCIs):**

Climate change: This is addressed as the learner appreciates the weather and the environment as well as how one affects the other.

**Links to other Learning Areas:**

The learner is able to link the concept about weather and environment to similar concepts as taught in Agriculture.

**THEME 9: GETTING AROUND- THE HOME**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>3.0 Writing</b></p>	<p><b>3.9 Guided Writing: Paragraph Writing</b> (2 sessions)</p> <ul style="list-style-type: none"> <li>• <i>Simple sentences</i></li> <li>• <i>Forming coherent paragraphs</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) construct simple sentences to express ideas related to the theme,</li> <li>b) create a coherent paragraph for comprehension,</li> <li>c) develop positive attitude towards writing Arabic.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• write simple sentences on household items while ordering words correctly,</li> <li>• work jointly with peers to rearrange jumbled up sentences to make meaningful and coherent paragraphs,</li> <li>• through <i>think-pair-share</i> to write simple paragraphs on household items from a display of pictures.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we need to keep household items safe?</li> <li>2. How does lack of coherence affect meaning in language?</li> </ol>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: This is promoted as the learner writes simple sentences on household items ordering words correctly.</li> <li>• Learning to learn: This is promoted as the learner builds on collective learning when collaborating with peers to write simple paragraphs on the theme.</li> </ul>				

**Values:**

Responsibility: This is enhanced as the learner engages in assigned duties when working jointly with peers to rearrange jumbled up sentences to make meaningful and coherent paragraphs.

**Pertinent and Contemporary Issues (PCIs):**

Environmental awareness: This is addressed as the learner appreciates items found in the house and relates with relevant vocabulary.

**Links to other Learning Areas:**

The learner is able to link this concept about household items with similar concepts covered in Science and Technology.

## ASSESSMENT RUBRICS FOR THE STRAND: WRITING

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Ability to write clear and readable texts	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through. Text looks like a typed Microsoft office word document.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through.	The learner writes readable texts paying attention to neatness in most parts of the text. Letters in most of the words are correctly spaced and sized within the lines. Some abnormal spacing of words within sentences is visible.	The learner writes texts that are not easily readable. Neatness is not maintained all through. Letters in most of the words are incorrectly spaced and sized within the lines. Frequent abnormal spacing of words within sentences is visible.
Ability to organize ideas in a text for meaning	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end.	Exhibits a logical sequence; provides a beginning, middle, and end.	Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear.	Exhibits little order; provides a series of separate sentence and/or disconnected ideas.



	Makes smooth transitions between ideas.			
Ability to use vocabulary in texts	Includes a wide variety of vocabulary that expands the topic, but there may be minor inaccuracies.	Includes a variety of vocabulary related to the topic.	Includes basic vocabulary; some vocabulary may be inaccurate or unrelated to the topic.	Includes limited vocabulary and/or most vocabulary is inaccurate or unrelated to the topic.

## **APPENDIX 1: COMMUNITY SERVICE LEARNING PROJECT FOR UPPER PRIMARY LEVEL**

### **Introduction**

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

#### **Steps in carrying out the integrated CSL activity**

##### **1) Preparation**

- Map out the targeted core competencies to be developed, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

## 2) **Implementation CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies to be developed, values and subject skills.

## 3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies to be developed and the nurturing of various values. The teacher is expected to vary the core competencies to be developed and values emphasised in the activity yearly.

### **Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies to be developed and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

**APPENDIX 2: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES.**

Strand	Suggested learning resources	Suggested assessment methods	Non- formal activities
<b>1.0 Listening and Speaking.</b>	<ul style="list-style-type: none"> <li>• Flashcards.</li> <li>• Pictures.</li> <li>• Images.</li> <li>• Drawings.</li> <li>• Audio and video recordings.</li> <li>• Internet.</li> <li>• Course books.</li> <li>• DVD players.</li> <li>• Listening texts.</li> <li>• TV.</li> <li>• Charts.</li> <li>• Projectors.</li> <li>• Laptops.</li> <li>• Radio.</li> <li>• Magazines.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play.</li> <li>• Discussions.</li> <li>• Observations.</li> <li>• Projects.</li> <li>• Learning logs.</li> <li>• Quizzes.</li> <li>• Portfolios.</li> <li>• Multiple choices.</li> <li>• Exit or Admit stamps.</li> <li>• Total Physical Response.</li> <li>• Peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Kenya Music Festival.</li> <li>• Arabic language Clubs.</li> <li>• Tandem (face-to-face or electronic) and intercultural learning.</li> <li>• School Open Days.</li> <li>• Exchange Programs.</li> <li>• Language Days.</li> <li>• Inter-House Competitions.</li> <li>• Inter-Class Competitions.</li> <li>• Inter-School Contests.</li> </ul>
<b>2.0 Reading.</b>	<ul style="list-style-type: none"> <li>• Reading texts.</li> <li>• Flashcards.</li> <li>• Pictures.</li> <li>• Images.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud.</li> <li>• Discussions.</li> <li>• Observations.</li> <li>• Quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>• School Open Days.</li> <li>• Kenya Music Festival.</li> <li>• Arabic language Clubs.</li> <li>• Exchange Programs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Drawings.</li> <li>• Poems.</li> <li>• Course books.</li> <li>• Magazines.</li> <li>• Internet.</li> <li>• Charts.</li> <li>• Posters.</li> <li>• Easy readers.</li> <li>• Menus.</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio.</li> <li>• Reading for fluency.</li> <li>• Role play.</li> <li>• Learning logs.</li> <li>• Exit or Admit stamps.</li> <li>• Peer assessment.</li> <li>• Checklists.</li> </ul>	<ul style="list-style-type: none"> <li>• Tandem (face-to-face or electronic) and intercultural learning.</li> <li>• Language Days.</li> <li>• Inter-House Competitions.</li> <li>• Inter-Class Competitions.</li> <li>• Inter-School Contests.</li> </ul>
<b>3.0 Writing.</b>	<ul style="list-style-type: none"> <li>• Audio and video recordings.</li> <li>• Internet.</li> <li>• Charts.</li> <li>• Posters.</li> <li>• Cross word puzzles.</li> <li>• Pictures.</li> <li>• Drawings.</li> <li>• Magazines.</li> <li>• Photographs.</li> <li>• Newspapers.</li> <li>• Flashcards.</li> <li>• Illustrations.</li> <li>• Journals.</li> <li>• Recording devices.</li> <li>• Menus.</li> <li>• Brochures.</li> <li>• Resource person.</li> </ul>	<ul style="list-style-type: none"> <li>• Total Physical Response.</li> <li>• Writing texts.</li> <li>• Forming sentences.</li> <li>• Peer assessment.</li> <li>• Writing menus.</li> <li>• Observations.</li> <li>• Designing brochures.</li> <li>• Matching names to pictures.</li> <li>• Filling in missing information.</li> <li>• Writing simple plays.</li> <li>• Matching of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange Programs.</li> <li>• Tandem (face-to-face or electronic) and intercultural learning.</li> <li>• Language Days.</li> <li>• School Open Days.</li> <li>• Kenya Music Festival.</li> <li>• Arabic language Clubs.</li> <li>• Inter-House Competitions.</li> <li>• Inter-Class Competitions.</li> <li>• Inter-School Contests.</li> </ul>

<b>4.0 Language structures.</b>	<ul style="list-style-type: none"> <li>• Libraries.</li> <li>• Projectors.</li> <li>• Course books.</li> <li>• Internet.</li> <li>• Charts.</li> <li>• Pictures.</li> <li>• Drawings.</li> <li>• Illustrations.</li> <li>• Newspapers.</li> <li>• Maps.</li> <li>• Chalkboard.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations.</li> <li>• Writing texts.</li> <li>• Construction of sentences.</li> <li>• Designing games.</li> <li>• Discussions.</li> <li>• Role play.</li> <li>• Checklists.</li> <li>• Quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>• Arabic language Clubs.</li> <li>• Tandem (face-to-face or electronic) and intercultural learning.</li> <li>• Language Days.</li> <li>• School Open Days.</li> <li>• Kenya Music Festival.</li> <li>• Exchange Programs.</li> <li>• Inter-House Competitions.</li> <li>• Inter-Class Competitions.</li> <li>• Inter-School Contests.</li> </ul>
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