



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Nurturing Every Learner's Potential

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

ARABIC LANGUAGE

GRADE 6

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.



DR. BELIO R. KIPSANG, CBS
PRINCIPAL SECRETARY STATE DEPARTMENT FOR
EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

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 21st 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.



PROF. CHARLES O. ONG'ONDO, PhD., MBS.
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
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
Total		35

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 instill 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-fulfillment

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 Level, 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
LISTENING AND SPEAKING	Phonological awareness: Pronunciation	4
	Listening for Gist: Attentive Listening	4
	Attentive Listening: Simple Instructions	2
	Phonological awareness: Fluency	2
	Conversational skills	2
	Imitative Listening: Pronunciation	2
	Language Use	2
Total		18
READING	Guided Reading: Fluency	4
	Reading for comprehension	4
	Reading Aloud: Fluency	4
	Reading for information	2
	Extensive Reading- Library skills	4
Total		18
WRITING	Guided Writing: Handwriting	2
	Guided Writing: Writing Styles	2
	Guided Writing: Spelling	2
	Guided Writing: Sentences	6
	Guided Writing: Sequencing Ideas	2
	Guided Writing: Visuals	2
	Guided Writing: Paragraph Writing	2
Total		18
Showcasing of skills and concepts (Exhibition)		6
TOTAL NUMBER OF LESSONS		60

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)
1.0 Listening and Speaking	1.1 Phonological Awareness: Pronunciation <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Target sounds</i> • <i>Simple words</i> • <i>Vocabulary building-greetings and introductions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) articulate target sounds and words for comprehension, b) use appropriate words to introduce self and others, c) develop interest in learning the Arabic words. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to pronounce sounds and words from a given display, • collaborate with peers to articulate sounds using Arabic signs (harakat), <i>e.g. fatha, kasra, dhama, sukun</i> • listen to Arabic greetings and basic introductions from a recording, • work jointly to pick out phrases used in greetings and introduction <i>e.g. good morning, good afternoon, good evening.</i> • collaborate with peers to role play a greeting and introduction session to introduce themselves and peers. 	1. Why do we greet one another? 2. How does pronunciation affect fluency?

Core Competencies to be developed:

- Communication and collaboration: This is enhanced as the learner engages actively with peers to pronounce words from a given display.
- Creativity and imagination: This is promoted as the learner embraces creative ideas when role playing a greetings and introductions session to introduce themselves and peers.

Values:

- Respect: This is enhanced as the learner appreciates input from peers when picking out phrases used in greetings and introduction from a recording.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness: This is addressed as the learner interacts with peers when introducing themselves and others as well as sharing greetings appropriately.

Link to Other Learning Areas:

The learner is able to relate the concept on greetings and introductions to similar concepts in English and Kiswahili.

THEME 2: FAMILY				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Listening for Gist: Attentive Listening <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Minimal pairs</i> • <i>Vocabulary building- Nuclear family</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) pronounce words from minimal pairs with accuracy, b) identify vocabulary on nuclear family members from an oral text for information, c) appreciate attentive listening in communication for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording on minimal pairs and articulate the words accurately, • team up to record each other articulating the words, • organise the voice recordings recorded in a digital portfolio, • work jointly to identify vocabulary related to names of nuclear family members from an audio recording, • collaborate with peers to build a vocabulary bank on thematic words. 	<ol style="list-style-type: none"> 1. How can you show love to your family members? 2. How can we listen to texts attentively?
<p>Core Competencies to be developed:</p> <p>Digital literacy: This is enhanced as the learner interacts with technology when recording each other articulating the words.</p> <p>Self-efficacy: This is promoted as the learner effectively orders tasks when organising the voice recordings recorded in a digital portfolio.</p>				

Values:

Responsibility: This is promoted as the learner takes up assigned tasks when organising the voice recordings recorded in a digital portfolio.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is promoted as the learner accommodates views and shows kindness to others as they work in groups to accomplish tasks.

Link to Other Learning Areas:

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

THEME 3: MY SURROUNDING				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	1.3 Attentive Listening: Simple Instructions <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Vocabulary - Facilities in school</i> • <i>Simple instructions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) pronounce words from given context accurately, b) respond to instructions related to the theme for comprehension, c) develop interest in pronouncing Arabic words correctly. 	The learner is guided to: <ul style="list-style-type: none"> • participate in conversations related to the facilities in the school surrounding, • listen attentively to an audio recording on words with nunation (<i>Tanween</i>), • work jointly to practice pronouncing the target words correctly, • answer questions related to care of school property, • team up to prepare class rules and instructions on how to care for school property, • play a language game involving giving and responding to instructions e.g. the ‘simon says’ language game. 	1. How can you improve your listening skills?

Core Competencies to be developed:

- Communication and collaboration: This is enhanced as the learner engages actively when holding conversations related to the facilities in the school surrounding.
- Critical thinking and problem solving: This is enhanced as the learner explores views when preparing class rules and instructions on how to take care of school property.

Values:

Social Justice: This is promoted as the learner accords each person an opportunity to share their views during the conversation on facilities in the school surrounding.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is addressed as the learner interacts with information on facilities within their school environment and how to care for them.

Link to Other Learning Areas:

The learner is able to relate the concept of pronunciation to their learning of similar concepts in Kiswahili.

THEME 4: TIME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.4 Phonological Awareness: Fluency <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Intonation</i> • <i>Direct questions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) use appropriate emphasis and intonation in pronouncing words, b) answer direct questions on months of the year correctly, c) appreciate the value of time management in daily life. 	The learner is guided to: <ul style="list-style-type: none"> • listen attentively to a presentation on letters emphasizing <i>shaddah</i>, • work jointly to practice pronouncing words using appropriate intonation e.g <i>sabburah, Allah, baddah</i> • collaborate to answer direct questions on months of the year, • work jointly to compose a song on months of the year and activities carried out in the various months, • present the song during inter-class festivals. 	How can the months of the year help us in organizing school activities?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: This is enhanced as the learner exchanges creative ideas when composing a song on months of the year and activities carried out in the various months. • Critical thinking and problem solving: This is promoted as the learner collaborates with peers to answer direct questions on months of the year. 				

Values:

Unity: This is promoted as the learner appreciates peers' contributions when cooperating to present the song during inter-class festivals.

Pertinent and Contemporary Issues (PCIs):

Life skills (Time management): This is promoted as the learners embrace the concept of time when talking about months of the year and activities at various times of the year.

Link to Other Learning Areas:

The learner is able to relate the concept of emphasis and intonation to their learning of similar concepts in English.

THEME 5: FUN AND ENJOYMENT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.5 Listening for Gist: Attentive Listening <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Vocabulary- games and sports</i> • <i>Long vowel (madda)</i> • <i>Simple sentences- expressing likes and dislikes</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify games and sports from an oral text, b) describe games and sports using simple sentences and phrases, c) appreciate the importance of listening skills. 	The learner is guided to: <ul style="list-style-type: none"> • listen attentively to an oral presentation about sports and games, • work jointly to identify various sports and games from the presentation, • take turns to repeat words related to the theme while focusing on long vowels (<i>madda</i>) orally, • conduct a discussion forum to describe games and sports using simple sentences (<i>begin; I like/love....., I don't like/love.....</i>), • team up to compose a singing rhyme on common games and sports. 	<ol style="list-style-type: none"> 1. How do games and sports help us? 2. How do we express our likes and dislikes in sentences?

Core Competencies to be developed:

Learning to learn: This is enhanced as the learner engages in collective learning when conducting a discussion forum to describe games and sports using simple sentences

Values:

Unity: This is promoted as the learner cooperates with peers to take turns repeating words related to the theme while focusing on long vowels (*madda*) orally

Pertinent and Contemporary Issues (PCIs):

Health issues: This is addressed as the learner discusses various sports and how they contribute to healthy living.

Link to Other Learning Areas:

The learner is able to relate the concept of sports and games to their learning in Creative Arts.

THEME 6: FOOD AND DRINKS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Phonological Awareness: Pronunciation <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Vocabulary- Food preferences</i> • <i>Pronunciation</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) pronounce words related to the theme accurately, b) use appropriate pronunciation and intonation in describing food preferences, c) develop interest in pronouncing words correctly. 	The learner is guided to: <ul style="list-style-type: none"> • listen to a presentation on food preferences from a digital device and answer the questions, • work jointly to pronounce the words identified from the presentation accurately, • conduct a conversation in pairs using vocabulary related to food preferences e.g <i>I like rice than ugali, I don't like chips</i> • team up to peer assess each other's presentation for correct pronunciation and intonation. 	How can you enhance your speaking skill?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: This is enhanced as the learner interacts with digital content when listening to a presentation on food preferences from a digital device. • Self-efficacy: This is promoted as the learner shows defining personal skills when peer assessing each other's presentation for correct pronunciation and intonation. 				

Values:

Integrity: This is enhanced as the learner gives honest and constructive feedback when peer assessing other's presentation for correct pronunciation and intonation.

Pertinent and Contemporary Issues (PCIs):

Food Security: This is addressed as the learner interacts with various foods and drinks in their locality and shares their preferences.

Link to Other Learning Areas:

The learner is able to relate the concept on meals to their learning of similar concepts in Agriculture.

THEME 7: BODY PARTS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.7 Conversational Skills <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Vocabulary building- Polite words</i> • <i>Conversational etiquette</i> • <i>Turn taking</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify polite words used to interrupt in conversations, b) apply appropriate etiquette and turn taking skills in conversations, c) acknowledge the role of etiquette in interpersonal communication. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to pick out polite words used to interrupt politely in the conversation, • practice pronouncing words while focusing on <i>makhariju huruf</i> (phonetics), • work jointly to hold a discussion forum on general body grooming practices while using polite words to interrupt where necessary, • work jointly to conduct a debate session while applying etiquette and turn taking. 	<ol style="list-style-type: none"> 1. How do you take care of your body? 2. Why should we observe etiquette in conversations?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: This is nurtured as the learner explores ideas when picking out polite words used to interrupt politely in the conversation. • Self-efficacy: This is promoted as the learner shows defining public speaking skills when conducting a debate session while applying etiquette and turn taking. 				

Values:

Love: This is promoted as the learner portrays a caring attitude when holding a discussion forum on general body grooming practices while using polite words to interrupt where necessary.

Pertinent and Contemporary Issues (PCIs):

Personal hygiene: This is promoted as learners interact with information on grooming practices.

Link to Other Learning Areas:

Learner relates this concept about the parts of the body to their learning of the human body in Science and Technology.

THEME 8: WEATHER AND ENVIRONMENT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.8 Imitative Speaking: Pronunciation <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Pronunciation</i> • <i>Intonation</i> • <i>Questions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) use appropriate pronunciation and intonation to describe weather conditions, b) respond to simple questions correctly, c) develop interest in speaking fluently in the Arabic language. 	The learner is guided to: <ul style="list-style-type: none"> • team up to describe weather conditions using appropriate pronunciation and intonation, • listen keenly to a presentation on weather conditions, • work with peers to answer questions based on the presentation, • play a language game involving describing weather patterns using non-verbal cues and have peers guess the weather condition implied. 	<ol style="list-style-type: none"> 1. How can we take care of our immediate environment? 2. Why do we use imitative speaking to learn languages?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: This is enhanced as the learner contributes to group decision making when describing weather conditions using appropriate pronunciation and intonation • Critical thinking and problem solving: This is promoted as the learner analyses concepts by logical reasoning when answering questions based on the presentation. 				

Values:

Peace: This is developed as the learner displays tolerance when playing a language game involving describing weather patterns using non-verbal cues and has peers guess the weather condition implied.

Pertinent and Contemporary Issues (PCIs):

Climate change: This is enhanced as the learner appreciates the weather and environment and holds discussions around it.

Link to Other Learning Areas:

Learner is able to relate the concept on weather and environment to their learning in Science and Technology.

THEME 9: GETTING AROUND				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.9 Language Use <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Locating others/item/areas</i> • <i>Vocabulary- next to, opposite, in front, near</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise objects from an oral text, b) describe positions of objects in relation to others for comprehension, c) appreciate speaking skills to convey information accurately. 	The learner is guided to: <ul style="list-style-type: none"> • share tasks with peers to identify objects in their environment, • describe the position of each of the objects in relation to another using words like <i>next to, opposite, in front of, near, across,</i> • work jointly to demonstrate various positions or locations in relation to other school facilities e.g. <i>behind the library, near the staffroom,</i> • watch a video about areas in the environment and use the correct vocabulary to locate them in groups, • play the treasure hunt game with peers to locate objects in the surrounding. 	<ol style="list-style-type: none"> 1. How can you improve your speaking skill? 2. Why does the position of objects affect their description?

Core Competencies to be developed:

- Communication and collaboration: This is developed as the learner speaks engagingly when describing the position of each of the objects in relation to another.
- Digital literacy: This is promoted as the learner interacts with technology when watching a video about areas in the environment and uses the correct vocabulary to locate them.

Values:

Respect: This is promoted as the learner ensures positive regard for others when sharing tasks with peers to play the treasure hunt game to locate objects in the surrounding.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is addressed as the learner interacts with information about objects in their surrounding and how they can be located.

Link to Other Learning Areas:

The learner is able to relate the content on describing objects in relation to others to their learning of similar grammar concepts in English.

ASSESSMENT RUBRIC FOR THE STRAND: LISTENING AND SPEAKING

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches 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; attempts to use a variety of vocabulary and expressions synonymous to the targeted ones.	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses some 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. Makes successful attempts at using colloquial and idiomatic expressions.	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 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 some questions and prompts to show comprehension and engagement	The learner responds to very few questions and prompts to show comprehension and engagement
Ability to employ gestures and facial expressions to enhance oral interactions	The learner employs adequate gestures and facial expressions in oral expressions whenever required. Is sensitive to cultural diversity and adapts non-verbal cues to diverse cultural contexts.	The learner employs adequate gestures and facial expressions to complement oral expressions whenever required.	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	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
Ability to display willingness to participate in oral interactions	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.	The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings.	The learner is at times hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.	The learner is mostly hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.

STRAND 2.0: READING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Guided Reading: Fluency (2 sessions) <ul style="list-style-type: none"> • Signs(<i>harakat</i>) in words • Simple sentences • Intonation 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs (<i>harakat</i>) in words and phrases on familiar topics, b) read simple sentences on basic introductions using appropriate intonation, c) develop interest in reading Arabic words. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to pick out the signs (<i>harakat</i>) in words and phrases, • practice pronouncing words with the signs (<i>harakat</i>) accurately, • read Arabic words using the correct signs (<i>harakat</i>) from a given display, • work jointly to read simple sentences on greetings and self-introduction using appropriate intonation, • practice reading a variety of short texts at home. 	1. Why is greeting important in the society? 2. How can one ensure they read fluently?
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: This is enhanced as the learner shows concerted attention when pronouncing words with the signs (<i>harakat</i>) accurately. • Learning to learn: This is enhanced as the learner is motivated to learn continuously when reading a variety of short texts at home. 				

Values:

Unity: This is enhanced as the learner cooperates with peers to read simple sentences on greetings and self-introduction using appropriate intonation.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is promoted as the learner accommodates and shows kindness to each other as they work in groups.

Link to Other Learning Areas:

The learner is able to link the concept on greetings and introductions to their learning in English.

THEME 2: FAMILY				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading for Comprehension <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Vocabulary building- Nuclear family</i> • <i>Comprehension Strategies- inferring meaning</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) pick out target vocabulary from a reading text, b) infer meaning of words from context, d) appreciate vocabulary building for language acquisition. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to conduct a reading session on texts related to the theme, • team up to pick out thematic vocabulary from the text, • build a vocabulary bank of words identified, • collaborate to infer meaning of vocabulary from context, • work with peers to match meaning of words to the respective words, • take turns to make sentences using the vocabulary. 	<ol style="list-style-type: none"> 1. How can you show love to your family members? 2. How does vocabulary help in language acquisition?
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship: This is promoted as the learner contributes to group decision making when taking turns to make sentences using vocabulary. • Critical thinking and problem solving: This is promoted as the learner explores views when working with peers to match meaning of words to the respective words. 				

Values:

Unity: This is promoted as the learner cooperates with peers to conduct a reading session on texts related to the theme.

Pertinent and contemporary issues

Social cohesion: This is promoted as the learner accommodates and shows kindness to others as they work in groups to accomplish tasks.

Link to Other Learning Areas:

The learner is able to relate the concept on family to their learning of the family structure in Religious Education.

THEME 3: MY SURROUNDING				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Reading Aloud: Fluency <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Simple sentences</i> • <i>Reading speed</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) read simple sentences fluently, b) use appropriate speed to read simple texts for fluency, c) develop interest in reading Arabic for pleasure and understanding. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to identify school property from a digital device, • read sentences related to the theme aloud, • team up to peer assess each other’s reading for correct pronunciation and reading speed, • compete in reading words with nunations (<i>tanween</i>) in pairs, • collaborate to play a language game involving reading the same sentences aloud at various speeds, • work jointly to identify the best reading speed from the speeds used. 	<ol style="list-style-type: none"> 1. Why is it important to read correctly? 2. How does reading speed enhance fluency?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: This is enhanced as the learner interacts with technology when identifying school property from a digital device. 				

- **Self-efficacy:** This is promoted as the learner shows defining personal skills when playing a language game involving reading the same sentences aloud at various speeds.

Values:

Responsibility: This is promoted as the learner gives honest and constructive feedback when peer assessing other's reading for correct pronunciation and reading speed.

Pertinent and Contemporary Issues (PCIs):

Economic resources: This is addressed as the learners interact with information on facilities in the school surrounding.

Link to Other Learning Areas:

The learner is able to relate the concept on reading speed for fluency to their learning of similar concepts in English and Kiswahili.

THEME 4: TIME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.4 Reading for Information <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Vocabulary- Months of the year</i> • <i>Comprehension strategies- answering questions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vocabulary related to the theme from a written text, b) answer direct and inferential questions from a text for comprehension, c) develop interest in reading Arabic texts. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to identify words related to months of the year from a reading text, • use a digital device to drag and drop words to match meaning to vocabulary of words related to the theme, • respond to direct and inferential questions based on a text, • peer review each other’s answers for correctness, • read level appropriate text independently during free time. 	<ol style="list-style-type: none"> 1. How can you improve your reading skills? 2. How can one pick out specific details from a text?
<p>Core Competencies to be developed: Learning to learn: This is enhanced as the learner engages actively when peer reviewing each other’s answers for correctness. Digital Literacy: this is promoted as the learner interacts with technology when dragging and dropping words to match meaning to vocabulary of words.</p>				

Values:

Social Justice: This is enhanced as the learner accords others equal opportunities when matching the vocabulary identified to their meanings.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: This is promoted as the learner interacts with peers through various tasks to achieve a common goal.

Link to Other Learning Areas:

The learner is able to relate the concept on comprehension strategies to their learning of similar concepts in English.

THEME 5: FUN AND ENJOYMENT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<p>2.5 Guided Reading: Fluency</p> <p><i>(2 sessions)</i></p> <ul style="list-style-type: none"> • <i>Vocabulary building</i> • <i>Intonation and stress</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify familiar words from a given text,</p> <p>b) read a short passage with proper intonation and stress confidently,</p> <p>c) develop interest in reading Arabic texts.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read short familiar texts on sports and games aloud while focusing on long vowels (<i>madda</i>) and <i>shadda</i>, • work with peers to pick out familiar words from the texts, • list the vocabulary identified on flashcards, • read a short paragraph with proper intonation and stress, • peer assess each other's reading for fluency, • conduct a reading fluency competition with peers to participate for enjoyment and leisure. 	<p>1. How do you spend your free time?</p> <p>2. How does intonation and stress enhance fluency?</p>

Core Competencies to be developed:

- Critical thinking and problem solving: This is enhanced as the learner contributes to group decision making when working with peers to pick out familiar words from the texts.
- Learning to learn: This is promoted as the learner shows concerted attention to build collective learning when peer assessing each other's reading for fluency.

Values:

Unity: This is promoted as the learner cooperates with peers to conduct a reading fluency competition with peers to participate for enjoyment and leisure.

Pertinent and Contemporary Issues (PCIs):

Child rights and freedoms: This is promoted as the learner is encouraged to express their views honestly as they express their preferences to sports and games.

Link to Other Learning Areas:

The learner is able to relate the concept on sports and games to their learning of sports in Creative Arts.

THEME 6: FOOD AND DRINK				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<p>2.6 Reading Aloud: Fluency</p> <p><i>(2 sessions)</i></p> <ul style="list-style-type: none"> • <i>Poetry</i> • <i>Reading with expression</i> • <i>Reading intonation</i> 	<p>By the end of the Sub Strand the learner should be able to:</p> <p>a) apply appropriate intonation in reading for fluency,</p> <p>b) read texts with expression for fluency,</p> <p>c) develop interest in reading Arabic texts for enjoyment.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • work with peers to identify familiar phrases from a written text on food preferences, • recite short poems aloud with the appropriate intonation and with expression to express their preferences for food and drinks, • work jointly to peer assess each other's presentation for correct expression and intonation, • read level appropriate poems with correct expression, • present the poems during the class exhibitions and contests. 	<p>1. How does adding expression make reading better?</p>

Core Competencies to be developed:

Critical thinking and problem solving: This is promoted as the learner analyses concepts by logical reasoning when peer assessing each other's presentation for correct expression and intonation.

Values:

Patriotism: This is nurtured as the learner cooperates with peers to present the poems during the class exhibitions and contests in harmony.

Pertinent and Contemporary Issues (PCIs):

Healthy living: This is promoted as the learner interacts with information on various foods and drinks and expressing their likes or dislikes for any of the preferences.

Link to Other Learning Areas:

The learner is able to relate the concept on food and drinks to their learning of similar concepts in Agriculture.

THEME 7: BODY PARTS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.7 Extensive Reading <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Simple stories and poems</i> • <i>Main idea</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) read a simple story and poem with appropriate speed for comprehension, b) pick out the main idea from a story for comprehension, c) develop interest in reading variety of Arabic texts for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • conduct a reader’s theatre to read stories and poems about the parts of body, • work jointly to build a vocabulary bank on words picked out from the texts, • work jointly to identify the main idea in a text, • engage in reading activities for pleasure and understanding at home. 	<ol style="list-style-type: none"> 1. Why is reading important? 2. How can we make reading interesting?
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship: This is enhanced as the learner collects information from various sources when engaging in reading activities for pleasure at home. • Communication and collaboration: This is enhanced as the learner engages in group decision making to identify the main idea in a text. 				

Values:

Responsibility: This is promoted as the learner takes up assigned tasks when conducting a reader's theatre to read stories and poems about the parts of body.

Pertinent and Contemporary Issues (PCIs):

Health promotion: This is addressed as the learner appreciates the role of various parts of the body and general practices of good hygiene.

Link to Other Learning Areas:

The learner is able to relate the concept on parts of the body to their learning of similar concepts in Science and Technology.

THEME 8: WEATHER AND ENVIRONMENT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.8 Reading for Comprehension <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Locating others/item/areas - next to, opposite, in front, near</i> • <i>Answering questions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words used to describe positions of objects from a written text, b) respond to questions from a written text for comprehension, c) develop interest in reading short Arabic texts. 	The learner is guided to: <ul style="list-style-type: none"> • work with peers to identify words used to describe position of objects in relation to others, • list the words identified on manila papers for display, • use the words identified, to construct sentences related to the theme, • conduct a readers' theatre to read texts related to the theme at appropriate speed, • work jointly to answer questions from the text, • team up to recite poems about weather conditions. 	How can we take care of our immediate environment?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: This is promoted as the learner builds on their learning experiences when using the words identified, to construct sentences related to the theme. • Self-efficacy: This is enhanced as the learner shows defining personal skills when conducting a readers' theatre to read texts related to the theme at appropriate speed. 				

Values:

Unity: This is enhanced as the learner cooperates with learners to recite poems about weather conditions.

Pertinent and Contemporary Issues (PCIs):

Environmental Issues: These are addressed as the learner appreciates the weather and is able to clean his/her immediate environment.

Link to Other Learning Areas:

The learner is able to relate the concept on weather and environment to their learning of similar concepts in Science and Technology.

THEME 9: GETTING AROUND				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.9 Extensive Reading (2 sessions) <ul style="list-style-type: none"> • <i>Library skills</i> • <i>Reading logs</i> 	By the end of the Sub Strand, the learner should be able to: a) identify Arabic texts to read for enjoyment, b) create a reading log to track reading progress for lifelong learning, c) advocate for self-paced reading for language appreciation.	The learner is guided to: <ul style="list-style-type: none"> • work jointly with peers to collect Arabic texts for reading, • team up to create a class mini-library of Arabic texts in the class, • conduct a reader's theatre to read Arabic texts for enjoyment, • prepare a reading log with details on the title, author, characters and the most interesting events, to track reading progress over time, • conduct a discussion to share views on stories read with peers, • display their Arabic collection of literature during the Arabic exhibition sessions. 	1. Why do we need to keep school facilities safe? 2. How can we make reading an interesting activity?
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: This is promoted as the learner engages actively with peers to identify features of a good reading speed.</p> <p>Self-efficacy: This is enhanced shows concerted attention when participating in reading circles by reading aloud texts on locating places in the school.</p>				

Values:

Unity: This is promoted as the learner cooperates with peers to conduct speed reading games on texts related to the theme.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is promoted as the learner appreciates school facilities and practices habits of safety and care.

Link to Other Learning Areas:

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

ASSESSMENT RUBRICS FOR THE STRAND: READING

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
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 little punctuation 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	3.1 Guided Writing: Handwriting <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Word spacing</i> • <i>Neatness and legibility</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) re-write sentences using correct word spacing, b) write paragraphs related to the theme neatly and legibly, c) develop interest in writing neatly and legibly in Arabic. 	The learner is guided to: <ul style="list-style-type: none"> • write words with correct signs (harakat), • re-write sentences using correct word spacing for neatness, • peer assess each other's work for neatness and legibility, • team up to practice writing paragraphs with correct word spacing neatly and legibly and display in class for review, • conduct a writing contest to advocate for neatness and legibility. 	1. Why is handwriting a key aspect in writing?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: This is inculcated as the learner exchanges creative ideas when conducting a writing contest to advocate for neatness and legibility. • Self-efficacy: This is promoted as the learner shows concerted attention when writing words with correct signs (harakat). 				

Values:

Unity: This is promoted as the learner cooperates with peers to assess each other's work for neatness and legibility.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is addressed as the learner embraces introduction and greetings as a strategy of initiating social co-existence with others.

Link to Other Learning Areas:

The learner is able to relate the concept of greetings and introductions to similar concepts in English.

THEME 2: FAMILY				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Guided Writing: Writing Styles <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Vocabulary-Nuclear family</i> • <i>Use of writing signs (harakat)</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) outline family member's names for comprehension, b) write short paragraphs using appropriate signs (<i>harakat</i>), c) appreciate use of signs appropriately in Arabic writing. 	The learner is guided to: <ul style="list-style-type: none"> • identify the family members in a typical nuclear family, • place the correct signs (<i>harakat</i>) in given words related to family members, • copy sentences about family members from a given display neatly and legibly, • work jointly with peers to play scrabble games forming simple Arabic words related to family members, • model the Arabic signs from locally available materials and present in class, • write a short paragraph about members of the family using appropriate signs (<i>harakat</i>) in neat and legible handwriting, • display the neatly written paragraphs in class for review. 	How can you develop a good handwriting?

Core Competencies to be developed:

Critical thinking and problem solving: This is promoted as the learner follows simple instructions when placing the correct signs (*harakat*) in given words related to family members.

Values:

Responsibility: This is promoted as the learner engages diligently in assigned roles when modelling the Arabic signs from locally available materials and present in class.

Pertinent and Contemporary Issues (PCIs):

Human rights and responsibilities: This is promoted as the learner engages with information on the family which is tied to the right to association and belonging.

Link to Other Learning Areas:

The learner is able to relate the concept on family and build on it based on similar concepts in Social Studies.

THEME 3: MY SURROUNDING				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.3 Guided Writing: Spelling (2 sessions) <ul style="list-style-type: none"> • <i>Correct spelling of words</i> • <i>Commonly misspelt words</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) outline vocabulary based on the theme using correct spelling, b) construct simple paragraphs with correct spelling for comprehension, c) appreciate the role of spelling in effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to list dictated vocabulary related to the theme, • collaborate with peers to form words from a collection of jumbled up letters/characters, • team up to write simple sentences, describing school property. e.g <i>the office is closed today, the library is big.</i> • compose simple paragraphs on the theme neatly and legibly, • share their well written paragraphs with peers for review. 	<ol style="list-style-type: none"> 1. How do you take care of school property? 2. How does spelling affect meaning of words?
Core Competencies to be developed: Creativity and imagination: This is enhanced as the learner exchanges new ideas when collaborating with peers to form words from a collection of jumbled up letters/characters				

Values:

Responsibility: This is enhanced as the learner exhibits accountability to accept input by sharing their well written paragraphs with peers for review.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is promoted as the learners interact with information on their surrounding and school.

Link to Other Learning Areas:

The learner is able to relate the concept on school facilities to their learning of infrastructure and the physical environment in Social Studies.

THEME 4: TIME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.4 Guided Writing: Sentences <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Vocabulary- Months of the year</i> • <i>Simple sentences</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) list the months of the year in correct sequence, b) construct simple sentences using acquired vocabulary, c) appreciate writing for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • work in groups to list the months of the year on charts for display in class, • compose a short poem on months of the year and activities carried out for each month, • create sentences from a given substitution table about months of the year, • team up to compete in rearranging jumbled up words to make meaningful sentences related to the theme, • work jointly to fill in blanks in sentences using correct words, • collaborate to develop a creative chart showing months of the year and fix it on the class wall. 	Why is it good to write legibly?

Core Competencies to be developed:

- Critical thinking and problem solving: This is promoted as the learner explores views when creating sentences from a given substitution table about months of the year.
- Creativity and imagination: This is enhanced as the learner interacts with creative ideas when developing a creative chart showing months of the year and fixing it on the class wall.

Values:

Responsibility: This is promoted as the learner cooperates with peers to list the months of the year on charts for display in class.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is enhanced as the learners accommodate and show kindness to each other as they work in groups when completing tasks.

Link to Other Learning Areas:

The learner is able to relate the concept of time in months of the year to their learning of concepts on time in Mathematics.

THEME 5: FUN AND ENJOYMENT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.5 Guided Writing: Sequencing Ideas <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Reorganising jumbled up words and sentences</i> • <i>Forming a paragraph</i> • <i>Neatness and legibility</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify features of a well-developed paragraph, b) organise a short imaginative paragraph for logical sequence, c) appreciate different Arabic writing styles. 	The learner is guided to: <ul style="list-style-type: none"> • collaborate with peers to research on the features of a well written paragraph e.g. <i>neat and legible, well sequenced, well paragraphed, correct spelling,</i> • reorganise jumbled up words to form meaningful sentences, • team up to compete in rearranging jumbled up sentences to form a coherent paragraph on sports and games, • present their well sequenced paragraphs to the class for review. 	How can you form a paragraph?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: This is promoted as the learner follows simple instructions to reorganise jumbled up words to form meaningful sentences. • Communication and collaboration: This is enhanced as the learner contributes to group decision making when collaborating with peers to research on the features of a well written paragraph. 				

Values:

Responsibility: This is enhanced as the learner exhibits accountability to accept input when presenting their well sequenced paragraphs to the class for review.

Pertinent and Contemporary Issues (PCIs):

Health and fitness: This is enhanced as the learner talks about sports and games of their preference with their peers.

Link to Other Learning Areas:

The learner is able to relate the concept about sports and games to their learning in Creative Arts.

THEME 6: FOOD AND DRINKS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.6 Guided Writing: Sentences <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Descriptive words</i> • <i>Simple sentences</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) construct simple sentences correctly, b) use basic descriptive words in writing simple sentences, c) appreciate the skill of writing for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • practice writing simple sentences on food preferences legibly and neatly, • identify basic words that describe foods and drinks, • work jointly to make simple sentences using the descriptive words identified, • make sentences from a substitution table, • work with peers to use jumbled up sentences to make a sensible paragraph. 	How do descriptive words enhance use of language?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: This is promoted as the learner explores views when making sentences from a substitution table • Learning to learn: This is enhanced as the learner is motivated to learn continuously when writing simple sentences on food preferences legibly and neatly. 				

Values:

Unity: This is promoted as the learner cooperates with peers to use jumbled up sentences to make a sensible paragraph.

Pertinent and Contemporary Issues (PCIs):

Economic resources: This is addressed as the learner interacts with information on the value of food and drinks to human beings.

Link to Other Learning Areas:

The learner is able to relate the concept about food and drinks to their learning in Agriculture.

THEME 7: BODY PARTS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.7 Guided Writing: Sentences <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Vocabulary-Grooming practices</i> • <i>Simple sentences</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) outline vocabulary related to the theme for comprehension, b) construct simple sentences to express feeling using acquired vocabulary, c) develop interest in vocabulary building for language acquisition. 	The learner is guided to: <ul style="list-style-type: none"> • write words related to the theme from a list of dictated words, • create a mind map to build a vocabulary bank of words related to the theme, • fill in a crossword puzzle using thematic vocabulary, • use the vocabulary identified to make simple sentences e.g., <i>I brush my teeth every morning,</i> • conduct a language game involving rearranging jumbled words to form meaningful sentences and rearranging jumbled up sentences to form coherent paragraphs, 	<ol style="list-style-type: none"> 1. How should we take care of our body? 2. Why is learning a new language key?

Core Competencies to be developed:

Critical thinking and problem solving: This is enhanced as the learner analyses concepts when filling in a crossword puzzle using thematic vocabulary.

Values:

Social justice: This is promoted as the learner accords equal opportunities to peers when conducting a language game involving rearranging jumbled words to form meaningful sentences and rearranging jumbled up sentences to form coherent paragraphs.

Pertinent and Contemporary Issues (PCIs):

Personal hygiene: This is addressed as the learner appreciates parts of the body and good hygiene practices.

Link to Other Learning Areas:

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

THEME 8: WEATHER AND ENVIRONMENT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.8 Guided Writing: Visuals <i>(2 sessions)</i> <ul style="list-style-type: none"> • <i>Interpreting visuals</i> • <i>Summarizing using visuals</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) interpret visuals related to the theme for information, b) summarise information using visuals for comprehension, c) appreciate summary writing as a key skill in communication. 	The learner is guided to: <ul style="list-style-type: none"> • collaborate with peers to prepare a list of vocabulary related to the theme, • study visuals (pictures, illustrations) related to weather and interpret the information expressed, • work jointly to summarise information about the weather and environment into a picture, • team up to put together pieces of a picture to form a complete and meaningful whole, • conduct a Pictionary session to create visuals on various themes. 	<ol style="list-style-type: none"> 1. How do weather patterns affect our daily life? 2. Why are pictures considered to be worth a thousand words?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: This is promoted as the learner explores creative ideas when working jointly to summarise information about the weather and environment into a picture. • Self-efficacy: This is enhanced as the learner shows concerted attention when collaborating with peers to conduct a Pictionary session to create visuals on various themes. 				

Values:

Patriotism: This is enhanced as the learner is devoted to work with peers when conducting a Pictionary session to create visuals on various themes.

Pertinent and Contemporary Issues (PCIs):

Climate Change: This is promoted as the learner interacts with information and appreciates the weather conditions and their environment.

Link to Other Learning Areas:

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

THEME 9: GETTING AROUND				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	<p>3.9 Guided Writing: Paragraph Writing</p> <p><i>(2 sessions)</i></p> <ul style="list-style-type: none"> • <i>Features of a well-developed paragraph</i> • <i>Vocabulary building</i> • <i>Legibility and neatness</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify features of well-developed paragraph,</p> <p>b) compose a paragraph using acquired vocabulary for effective communication,</p> <p>c) develop positive attitude towards writing in Arabic for enjoyment.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • collaborate to conduct a research on the features of a well-developed paragraph, • work jointly to form simple sentences from a substitution table, • use <i>think-pair-share</i> to write simple sentences on describing school facilities from display of pictures, • practice copying paragraphs legibly and neatly, • compose a paragraph on the theme, • share their paragraphs with peers for review, • publish their best written paragraphs in a school or public magazine. 	<p>1. How do we take care of our school facilities?</p> <p>2. How do we form paragraph?</p>

Core Competencies to be developed:

- Critical thinking and problem solving: This is promoted as the learner explores views when conducting a research on the features of a well-developed paragraph.
- Learning to learn: This is nurtured as the learner builds on their own learning experience by publishing their best written paragraphs in a school or public magazine.

Values:

Integrity: This is promoted as the learner displays transparency by sharing their paragraphs with peers for review.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is promoted as the learner interacts with facilities within the school and identifies their positions.

Link to Other Learning Areas:

The learner is able to relate the concept on composing paragraphs to their learning of writing in English.

ASSESSMENT RUBRICS FOR THE STRAND: WRITING

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches 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 organise texts accurately	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas.	Exhibits a logical sequence; provides a beginning, middle, and end.	An attempt 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.
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, 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, 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 and the nurturing of various values. The teacher is expected to vary the core competencies 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 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
1.0 Listening and Speaking.	<ul style="list-style-type: none"> • Flashcards. • Pictures. • Images. • Drawings. • Audio and video recordings. • Internet. • Course books. • Listening texts. • Charts. • Projectors. • Laptops. • Radio. 	<ul style="list-style-type: none"> • Role play. • Discussions. • Observations. • Projects. • Learning logs. • Quizzes. • Portfolios. • Multiple choices. • Exit or Admit stamps. • Total Physical Response. • Peer assessment. 	<ul style="list-style-type: none"> • Kenya Music Festival. • Arabic language Clubs. • Tandem (face-to-face or electronic) and intercultural learning. • School Open Days. • Exchange Programs. • Language Days. • Inter-House Competitions. • Inter-Class Competitions. • Inter-School Contests.
2.0 Reading.	<ul style="list-style-type: none"> • Reading texts. • Flashcards. • Pictures. • Images. • Drawings. • Poems. 	<ul style="list-style-type: none"> • Reading aloud. • Discussions. • Observations. • Quizzes. • Portfolio. • Reading for fluency. 	<ul style="list-style-type: none"> • School Open Days. • Kenya Music Festival. • Arabic language Clubs. • Exchange Programs. • Tandem (face-to-face or electronic) and intercultural

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