



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Askilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

ARABIC

GRADE 4

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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 instil 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.

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 and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral Instruction Programme	1
Total		35

GENERAL LEARNING OUTCOMES FOR PRIMARY 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 learner 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 a non-formal curriculum. This will give the learner an opportunity to acquire language competencies in an experiential, innovative and flexible programs. 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 other cultures. The learner will transit to senior school having acquired basic proficiency equivalent to A1/YCT2

Subject general outcomes.

SUBJECT GENERAL LEARNING OUTCOMES

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

- 1) apply literacy, numeracy skills and logical thinking appropriately in self-expression,
- 2) communicate effectively in diverse contexts,

- 3) apply digital literacy skills appropriately for communication and learning in day-to-day life,
- 4) practise hygiene, appropriate sanitation and nutrition to promote health,
- 5) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
- 6) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
- 7) demonstrate social skills, spiritual and moral values for peaceful co-existence,
- 8) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
- 9) manage pertinent and contemporary issues in society effectively.

DRAFT

THEME 1: GREETINGS AND INTRODUCTION				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
1.0 Listening and Speaking	1.1 Phonological awareness 1.2 Imitative speaking <i>Basic greetings and introduction (assalam aleikum + own name)</i>	By the end of the sub strand the learners should be able: a) connect sounds to letters and blend letters/syllables, b) pronounce words correctly, c) develop interest in learning the Arabic words.	Learner is guided to: <ul style="list-style-type: none"> • pronounce words from a given display in pairs • articulate sounds using blend and digraphs in groups <i>e.g saa..., qaa.</i> • listen to Arabic greetings and introduction. • dramatize greetings with different gender in pairs. 	why do we greet one another?
Core competencies: Communication and collaboration: The skill of team work is developed as learners articulate sounds using blend and digraphs in pairs. Creativity and imagination: The skill of communication is enhanced as learners practice Arabic greetings to express and organize ideas.				
Values: Respect: As learner shows positive regard for self and others.				
Pertinent and contemporary issues: Gender issues: As learner feels good and appreciates differences in gender.				
Link to other subjects: The learner is able to relate this concept about greetings and introduction as taught in all other languages.				

THEME 2: FAMILY				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
1.0 Listening and Speaking	1.1 Phonological awareness 1. Imitative speaking <i>Nuclear family</i> <i>vocabulary (Who is this? This is...father, mother, brother, sister)</i>	By the end of the sub strand, the learner should be able to: a) respond appropriately to a variety of questions, b) pronounce the selected sounds correctly, c) appreciate the roles of immediate family members.	Learner is guided to: <ul style="list-style-type: none"> • listen and respond confidently to simple questions about nuclear family e.g <i>what is your father's name?</i> • practice pronouncing words with correct articulations in groups • talk about their immediate family members in groups for enjoyment 	Why is it good to pronounce words correctly?
Core competencies: Communication and Collaboration: As learners develop listening skills through actively participating in responding to simple questions on immediate family members. Self-efficacy: Learner confidently expresses himself while talking about his/her immediate family members.				
Values: Integrity: As learner displays honesty while answering simple questions on family members.				
Pertinent and contemporary issues:				

Gender issues: As learners demonstrate harmonious coexistence with other gender in school and at home.

Link to other subjects: learners link their learning on the concept of family members as covered in social studies.

THEME 3: MY SUROUNDINGS				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTION(S)
1.0 LISTENING and SPEAKING	<p>1.1 Phonological awareness</p> <p>1.2 Imitative speaking</p> <p><i>My Home:</i></p> <p><i>Rooms in the house , Household items,</i></p> <p><i>Prepositions (in, on at, under, above)</i></p> <p><i>Saying the location of household items</i></p> <p>N/B: At most 5 rooms</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) respond confidently to instructions and questions appropriately,</p> <p>b) pronounce sounds from given context confidently,</p> <p>c) appreciate household items and rooms in the house at home.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • listen to an audio-visual recordings about rooms in the house and household items and answer questions in pairs • participate in conversations related to rooms in the house and household items • listen to an audio recordings and articulate words of similar sound correctly in pairs. • discuss how to take care of household items 	<p>What do you think you should do to listen carefully?</p>

	and items			
Core competencies:				
Communication and collaboration: The skill of listening is enhanced as learners listen keenly and actively to show understanding of a particular text.				
Self-efficacy: as learners confidently participate in conversations related to rooms in the house and household items.				
Values:				
Respect: As learners appreciate diverse opinions while participating in conversations.				
Pertinent and contemporary issues:				
Economic resources: As learner takes care of household items at home.				
Link to other subjects: Learners link their learning on the concept of household items as covered in Agriculture and nutrition.				

THEME 4: TIME				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
1.0 Listening and Speaking	1.1 Listening for gist 1.2 Imitative speaking <i>Days of the week</i> <ul style="list-style-type: none"> • <i>Mentioning and sequencing of days of the week</i> • <i>Simple activities for different days of the week</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 in asking and answering questions, b) respond to given instructions correctly. c) appreciate importance of the days of the week. 	Learner is guided to: <ul style="list-style-type: none"> • mention days of the week and use them to ask simple questions in groups • listen to a short presentation on days of the week and answer questions orally • take turns to talk about days of the week • listen to simple instructions, act in response and practise by giving instructions in pairs <i>e.g stand up and close the door</i> <i>get out, sit down</i> 	What do you do in order to have successful days of the week?
<p>Core competencies:</p> <p>Communication and collaboration: The skill of listening is enhanced as learners listen keenly and actively and show understanding of instructions.</p> <p>Creativity and imagination: The learners develop the skills of self-expression as they practise giving instructions and responses to express and organize ideas.</p>				

<p>Values:</p> <p>Respect: As learner accommodates the opinion and ideas of others while working in groups.</p>
<p>Pertinent and contemporary issues:</p> <p>Citizenship: As learners practice time management skills when talking about days of the week.</p>
<p>Link to other subject: Learners link their learning on the concept of days of the week as covered in English.</p>

THEME 5: FUN AND ENJOYMENT				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
1.0 Listening and Speaking	<p>1.1 Listening for gist</p> <p>1.2 Imitative speaking</p> <p><i>My Birthday</i></p> <p><i>Talking about their birthdays</i></p> <p><i>(when it is, activities undertaken, Birthday parties etc.)</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) respond to questions related to special occasion correctly,</p> <p>b) construct simple sentences orally,</p> <p>c) appreciate the importance of special occasions.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • listen attentively to an audible presentation about my birth day and answer related questions in groups • take turns repeating the sentences orally for effective pronunciation in pairs • form simple sentences about my birth day in groups • complete sentences with appropriate phrases about my birth day orally 	<p>How do we celebrate special occasion?</p>

<p>Core competencies:</p> <p>Communication and collaboration: Learners develop the skill of listening as they keenly listen to audial presentation and answer questions.</p> <p>Creativity and imagination: As learners form simple sentences to express and organize ideas.</p>
<p>Values:</p> <p>Respect: As learner accommodate the ideas of others while working in groups.</p>
<p>Link to other subjects: Learners link their learning on the concept of special occasion as covered in social studies.</p>

THEME 6: FOODS AND DRINKS				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
1.0 LISTENING and SPEAKING	<p>1.1 Phonological awareness</p> <p>1.2 Imitative speaking</p> <p><i>Food items</i></p> <p><i>Identification of food items (fruits,</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) respond to simple questions correctly,</p> <p>b) mention different types of foods that are found in the locality,</p> <p>c) appreciate importance of food to human life.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • listen to a presentation from a digital device and answer the questions in groups • conduct a conversation in pairs using vocabularies related to food • sing songs in groups about foods found in their locality 	<p>Which are the common foods found in the locality?</p>

	<i>vegetables, meats, drinks, snacks)</i> <i>what is this...?</i>			
Core competencies: Communication and collaboration: Learner’s listening skills is enhanced through actively listening to presentations. Self-efficacy: As learners conduct conversation using acquired vocabularies confidently.				
Values: Unity: As learners display team spirit while working in groups.				
Pertinent and contemporary issues: Economic resources: As learners appreciate the value of food for human being.				
Link to other subjects: Learner link this concept about foods and drinks as taught in social integrated science.				

THEME 7: MY BODY				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
1.0 LISTENING and SPEAKING	1.1 Listening for gist 1.2 Imitative speaking	By the end of the sub strand, the learner should be able to: a) use appropriate pronunciation and intonation in asking and answering questions, b) respond to given instructions correctly,	Learner is guided to: <ul style="list-style-type: none"> • practice pronouncing selected words in pairs • mention parts of the body and ask simple questions in groups • listen to a short 	How do you take care of your body?

	<p>Body parts</p> <p><i>Identifying part of the body</i></p> <p><i>(head, eyes, ears, nose, mouth and hands)</i></p>	<p>c) appreciate importance of taking care of the body.</p>	<p>presentation on my body parts and answer questions orally</p> <ul style="list-style-type: none"> • take turns to talk about body parts in pairs • listen to simple instructions, act in response and practise by giving instructions in pairs <p>e.g</p> <p><i>raise up your hand</i></p> <p><i>close your eyes,</i></p> <p><i>touch your nose.</i></p>	
<p>Core competencies:</p> <p>Communication and collaboration: The skill of team work is enhanced through group activities.</p>				
<p>Values:</p> <p>Respect: As learner shows positive regard for self and others while working in groups.</p>				
<p>Pertinent and contemporary issues:</p> <p>Health promotion: As learner appreciates body parts and practice habits of good hygiene.</p>				
<p>Link to other subject: Learner link the concept about body parts as it is covered in integrated science.</p>				

THEME 8: WEATHER AND ENVIRONMENT				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
1.0 LISTENING and SPEAKING	1.1 Listening for gist 1.2 Imitative speaking <i>Weather features</i> <i>Identifying weather features (the sun, clouds, wind, rain)</i>	By the end of the sub strand, the learner should be able to: a) respond to simple questions correctly, b) use appropriate pronunciation and intonation to express ideas and feelings, c) develop interest in maintaining and taking care of the environment.	Learner is guide to: <ul style="list-style-type: none"> • ask and answer questions related to weather features in pairs. • identify and talk about the weather features and how to conserve the environment • use appropriate pronunciation and intonation in asking and answering on weather features 	How can we take care of our immediate environment?
Core competencies: Communication and collaboration: The skill of speaking is enhanced as learners ask and answer questions. Self-efficacy: As learners use appropriate pronunciation and intonation in asking and answering questions.				
Values: Unity: As learners display team spirit while working in groups.				
Pertinent and contemporary issues: Health issues: As learner appreciates the weather and is able to clean his/her immediate environment.				

Link to other subjects: Learner link the concept about weather and environment as taught in integrated science.

THEME 9: GETTING AROUND				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
1.0 LISTENING and SPEAKING	<p>1.1 Listening for gist</p> <p>1.2 Imitative speaking</p> <p><i>At home</i></p> <p><i>Locating different areas/items at home (where is)</i></p> <p><i>Bedroom, kitchen, garden</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) respond to key words, phrases and sentences,</p> <p>b) speak clearly using appropriate tone and pronunciation,</p> <p>c) appreciate speaking skills to convey information accurately</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • participate in speaking competitions among themselves to gain confidence in groups • listen to audio presentation from a digital device attentively and practice what the presenter is saying correctly in groups • make sentences using vocabularies related to locating items in the house. E.g., where is the bed? • watch a video on location of household items answer questions in groups 	<p>How can you improve your speaking skill?</p>
<p>Core competencies:</p> <p>Communication and collaboration: Learner acquires listening skills through actively listening to a short presentation and answer questions</p>				

orally.
Digital literacy: Learner develops the ability to interact with digital devices by listening to audio presentations.
Values:
Respect: As learner shows positive regard for self and others while working in groups.
Pertinent and contemporary issues:
Health promotion: As learner appreciates items in the house and practice habits of safety and hygiene.
Link to other subject: Learner link the concept about household items as it is covered in Agriculture and Nutrition.

Assessment rubrics for listening and speaking

Indicators	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	The learner maintains correct pronunciation, intonation, rhythm and	The learner maintains correct pronunciation, intonation, rhythm and	The learner maintains correct pronunciation, intonation,	The learner maintains correct pronunciation,

patterns (pronunciation, intonation, rhythm and pacing) in oral expression	pacing at all times in oral expression. Makes successful attempts at using colloquial and idiomatic expressions.	pacing at all times in oral expression. Communication is clear and fluid.	rhythm and pacing most of the time in oral expression. Makes a few errors at times that may interfere with communication	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	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.

	interactions.			
THEME 1: GREETINGS AND INTORDUCTIONS				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
2.0 Reading	2.1 Reading aloud 2.2 Guided reading <i>Basic greetings and introduction (assalam aleikum + own name</i>	By the end of the sub strand, the learner should be able to: a) articulate Arabic words correctly, b) read greetings phrases correctly, c) develop interest in reading Arabic words.	Learner is guided to: <ul style="list-style-type: none"> reads Arabic words from a given display in groups, read simple sentences on greetings and self-introduction in groups, practice reading from a variety of texts independently. 	Why is greeting important?
Core competencies: Self-efficacy: As learner read simple sentences from a given text confidently. Learning to learn: As learner practice reading from variety of texts independently.				
Values: Responsibility: As learner engaged in assigned duties of reading sentences.				
Pertinent and contemporary issues: Citizenship: As learners accommodate and show kindness to each other as they work in groups.				
Link to other subjects: The learner is able to relate this concept about greetings and introduction as taught in all other languages.				

THEMES 2: FAMILY				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
2.0 Reading	2.1 Reading aloud 2.2 Guided reading <i>Nuclear family</i> <i>Vocabulary (Who is this? This is...father, mother, brother, sister)</i>	By the end of the sub strand, the learner should be able to: a) use simple strategies to read words in printed texts, b) read short sentences and phrases about the family loudly and with confidence, c) appreciate reading strategies to acquire reading skills.	Learner is guided to: <ul style="list-style-type: none"> • read words in a printed text using the following reading strategies in pairs: decoding, cues and word spacing e.g <i>ka+ta+ba, kha+ra+ja</i> • take-turn reading simple sentences about immediate family members in a given text, • compete in rearranging words to form meaningful sentences. 	How can you show love to a family member?
Core competencies Self-efficacy: As learner reads simple sentences from a given texts correctly. Critical thinking and problem solving: As learners rearrange words to create meaningful sentences.				
Values: Responsibility: As learner performs assigned duties correctly.				
Pertinent and contemporary issues Citizenship: As learners accommodate and show kindness to each other as they work in groups.				
Link to other subjects: Learners link their learning on the concept of family members as covered in social studies.				

THEME 3: MY SUROUNDING				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
2.0 Reading	2.1 Reading aloud 2.2 Guided reading <i>My Home:</i> <i>Rooms in the house,</i> <i>Household items,</i> <i>Prepositions (in, on at,</i> <i>under, above)</i> <i>Saying the location of</i> <i>household items</i>	By the end of the sub strand, the learner should be able to: a) read a given text with appropriate speed for comprehension, b) read vocabularies from a given context correctly, c) develop interest in using acquired vocabularies for proper communication.	Learner is guided to: <ul style="list-style-type: none"> • read aloud short text on household items in groups • compete in a short reading activity on household items with pleasure and understanding in pairs. • identify household items and rooms in the house from a digital device in groups 	Why is it important to read correctly?
Core competencies: Communication and collaboration: The skill of reading is developed as learner reads keenly and actively to show understanding of a particular text. Self-efficacy: As learners compete in reading text related to rooms in the house and household items.				
Values: Unity: As learners display team spirit while competing in reading activities.				
Pertinent and contemporary issues: Economic resources: As learner takes care of household items at home.				

Link to other subject: Learners link their learning on the concept of household items as covered in agriculture and nutrition.

THEME 4: DAYS OF THE WEEK				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
2.0 Reading	2.1 Reading aloud 2.2 Guided reading <i>Days of the week</i> <ul style="list-style-type: none"> • <i>Mentioning and sequencing of days of the week</i> • <i>Simple activities for different days of the week</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) read short and simple sentences at good pace, b) infer simple information from a given context, c) develop interest in reading Arabic texts. 	Learner is guided to: <ul style="list-style-type: none"> • engage in reading short sentences on days of the week at a reasonable pace in pairs • read and derive meaning from simple sentences in groups • read level appropriate text independently during free time 	How can you improve your reading skills?
<p>Core competencies:</p> <p>Communication and collaboration: The skill of inferring meaning from text is developed as learner reads keenly.</p> <p>Self-efficacy: As learners enjoy reading given texts at a reasonable pace.</p>				
<p>Values:</p> <p>Unity: As learners display team spirit while competing in reading activities.</p>				
<p>Pertinent and contemporary issues:</p> <p>Citizenship: As learners practice time management skills when talking about days of the week.</p>				

Link to other subject: Learning this concept enhances understanding about the days of the week as covered in English.

THEME 5: FUN and ENJOYMENT

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
2.0 Reading	<p>2.1 Reading aloud</p> <p>2.2 Guided reading</p> <p><i>My Birthday</i></p> <p><i>Talking about their birthdays</i></p> <p><i>(when it is, activities undertaken, Birthday parties etc.)</i></p>	<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 passage confidently with appropriate speed,</p> <p>c) develop interest in reading Arabic texts.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • reads short familiar texts aloud, focusing on key words about my birth day in pairs • read a given passage and identify familiar words in pairs • participate in a reading competition for enjoyment and leisure in groups • independently read Arabic materials during their free time at home. 	<p>How do we celebrate special occasion?</p>

Core competencies:

Self-efficacy: As learner develops reading skill through reading texts correctly.

Values:

Unity: As learners display team spirit while competing in reading activities.

<p>Pertinent and contemporary issues:</p> <p>Citizenship: As learners talk about and celebrate their birth day parties.</p>
<p>Link to other subject: Learners link the concept of special occasions as covered in social studies.</p>

THEME 6: FOOD AND DRINKS				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
2.0 Reading	<p>2.1 Reading aloud</p> <p>2.2 Guided reading</p> <p><i>Food items</i></p> <p><i>Identification</i></p> <p><i>of food items (fruits, vegetables, meats, drinks, snacks)</i></p> <p><i>what is this...?</i></p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) read texts with good pace, accuracy and expression,</p> <p>b) infer simple information from a given context,</p> <p>c) develop interest in reading Arabic texts.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • read short texts aloud with the appropriate pace, accuracy and expression on food and drinks in groups • read and derive meaning from simple sentences on food and drinks in pairs • read level appropriate text independently during free time 	<p>Which are common Foods found in your locality?</p>
<p>Core competencies:</p> <p>Communication and collaboration: The skill of reading is enhanced as learner reads texts correctly.</p> <p>Self-efficacy: As learners reads given texts at a reasonable pace.</p>				
<p>Values:</p>				

Unity: As learners display team spirit while competing in reading activities.
Pertinent and contemporary issues:
Economic resources: As learners appreciate the value of food for human being.
Link to other subjects: Learner links this concept about foods and drinks as taught in integrated science.

THEME 7: MY BODY				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
2.0 Reading	2.1 Reading aloud 2.2 Guided reading <i>Body parts</i> <i>Identifying part of the body</i> <i>(head, eyes, ears, nose, mouth and hands)</i>	By the end of the sub strand, the learner should be able to: a) read a simple text with appropriate speed for comprehension b) demonstrate ability to read given texts with ease and confidence for active reading c) develop interest in reading variety of sentences for correct pronunciation.	Learner: <ul style="list-style-type: none"> • reads aloud texts about the parts of body in pairs • read a given short passages and identify familiar words in pairs • describe parts of the body through picture reading from a digital device • compete in filling in blank spaces with suitable words in groups 	Why is reading important?
Core competencies: Communication and collaboration: the skill of team work is portrayed as learners read text together. Self-efficacy: As learners reads given texts with ease and confidence.				

<p>Values:</p> <p>Unity: As learners display team spirit while competing in reading activities.</p>
<p>Pertinent and contemporary issues:</p> <p>Health promotion: Learner appreciate body parts and practice habits of good hygiene</p>
<p>Link to other subject: learner link this concept about body parts as it is covered in integrated science</p>

THEME 8: WEATHER AND ENVIRONMENT				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
2.0 Reading	<p>2.1 Reading aloud</p> <p>2.2 Guided reading</p> <p><i>Weather features</i></p> <p><i>Identifying weather features (the sun, clouds, wind, rain)</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) read simple passage on a given context fluently,</p> <p>b) identify familiar words from a given text to deduce meaning,</p> <p>c) develop interest in reading short Arabic texts.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • work in groups, reading accurately by applying phonic knowledge and blending sounds in unfamiliar words • recite poems about weather features in small groups • take turns participating in speed reading 	<p>How can we take care of our immediate environment?</p>
<p>Core competencies:</p> <p>Communication and collaboration: As Learner reads accurately by applying phonic knowledge and blending sounds.</p> <p>Self-efficacy: As learners recite poems about weather confidently</p>				
<p>Values:</p>				

Unity: As learners display team spirit while competing in reading activities
Pertinent and contemporary issues:
Health issues: As the learner appreciate the weather and is able to clean his/her immediate environment
Link to other subjects: learner link this concept about weather and environment as taught in integrated science.

THEME 9: GETTING AROUND				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
2.0 Reading	2.1 Reading aloud 2.2 Guided reading <i>At home</i> <i>Locating different areas/items at home</i> <i>(where is)</i> <i>Bedroom, kitchen, garden</i>	By the end of the sub strand, the learner should be able to: a) reads aloud texts with increasing fluency and accuracy, b) demonstrate comprehension reading simple texts, c) develop a positive attitude towards reading.	Learner is guided to <ul style="list-style-type: none"> • read aloud text on household items in a small group and talk about it • assist each other in reading short sentences and identifying locations of household items • participate in reading circles by reading aloud texts on location of household items in groups 	Why do we need to keep household items safely?
Core competencies				
Core competencies:				
Communication and collaboration: Learner acquires fluency in by reading aloud text on household items from a particular text and talk				

about it
Self-efficacy: As learners participate in reading circles confidently.
Values:
Unity: as learners display team spirit while competing in reading activities
Pertinent and contemporary issues:
Health promotion: Learner appreciate items in the house and practice habits of safety and hygiene
Link to other subject: Learner link this concept about household items as it is covered in agriculture and nutrition.

Assessment rubrics for reading strand

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	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	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	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

	and emotions. Makes no errors at all even in texts on unfamiliar topics.	intonation to express intention and emotions. Makes minimal errors in texts on unfamiliar topics and auto-corrects self in the few errors made.	appropriate pauses and intonation to express intention and emotions. Makes many errors in texts on unfamiliar topics and is unable to auto-corrects self.	misplaced.
Ability to read and understand simple texts	The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.	The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.	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.	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.

THEME 1: GREETINGS AND INTRODUCTION				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
3.0 Writing	3.1 Guided writing <i>Basic greetings and introduction (assalam aleikum + own name</i>	By the end of the sub strand, the learner should be able to: a) write given words correctly, b) copy variety of words and sentences accurately, c) develop interest in writing Arabic words and sentences.	Learner is guided to: <ul style="list-style-type: none"> • write words with correct spelling, • write simple sentences to express their feelings in small groups, • copy the Arabic greetings phrases in groups, • practise greetings with peers and parents. 	Why are greetings important?

<p>Core competencies:</p> <p>Creativity and imagination: As learners develop the skill of self- expression by writing simple sentences.</p> <p>Learning to learn: As learners develop self-discipline by practicing greetings with peers and parents.</p>
<p>Values:</p> <p>Unity: As learners work together to achieve common goal.</p>
<p>Pertinent and contemporary issues:</p> <p>Gender issue: Learners will appreciate opposite gender as they work in groups and pairs.</p>
<p>Link to other subjects: The learner is able to relate this concept about greetings and introduction as taught in all other languages.</p>

THEME 2: FAMILY				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
3.0 Writing	<p>3.1 Guided writing</p> <p><i>Nuclear family members vocabulary (Who is this? This is...father, mother, brother, sister</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) write Arabic words correctly,</p> <p>b) write short sentences from a given context,</p> <p>c) develop interest in writing Arabic.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • fill in the missing letters in words related to family members • copy sentences about family members from a given display in pairs • play scrabble games forming simple Arabic words related to family members in groups 	<p>How can you develop a good handwriting?</p>
<p>Core competencies:</p> <p>Critical thinking and problem solving: The skill of creativity is enhanced as learners use letters to form different words.</p>				

<p>Values:</p> <p>Responsibility: As learner is engaged in assigned duties in writing words.</p>
<p>Pertinent and contemporary issues:</p> <p>Citizenship: Learners accommodate and show kindness to each other as they work in groups.</p>
<p>Link to other subjects: Learners link their learning on the concept of family members as covered in social studies.</p>

THEME 3: MY SUROUNDING				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
3.0 Writing	<p>3.1 Guided writing</p> <p><i>My Home:</i></p> <p><i>House rooms,</i></p> <p><i>Household items</i></p> <p><i>Prepositions (in, on at, under, above)</i></p> <p><i>Saying the location of household items</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) construct simple sentences correctly,</p> <p>b) draw and label simple objects,</p> <p>c) use basic descriptive words in writing simple sentence,</p> <p>d) appreciate the skill of writing for effective communication.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • list the household items and rooms found in the house in groups • draw, colour and label household items of their choice in groups and share their work with peers. • work in pairs to write simple sentences, describing household items/rooms in the house, e. g. <i>My bed is big. The cup is red. The doors and windows are open</i> 	<p>How do you take care of household items?</p>
<p>Core competencies:</p> <p>Critical thinking and problem solving: The skill of thinking is enhanced as learners write simple sentences describing household items.</p>				

<p>Values:</p> <p>Responsibility: As learner performs the assigned duties correctly.</p>
<p>Pertinent and contemporary issues:</p> <p>Citizenship: Learners accommodate and show kindness to each other as they work in groups.</p>
<p>Link to other subjects: learners link their learning on the concept on household items as taught in agriculture and nutrition.</p>

THEME4: DAYS OF THE WEEK				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
3.0 Writing	<p>3.1 Guided writing</p> <p><i>Days of the week</i></p> <ul style="list-style-type: none"> • <i>Mentioning and sequencing of days of the week</i> • <i>Simple activities for different days of the week</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> construct simple sentences correctly, use basic descriptive words in writing simple sentence, appreciate the skill of writing. for effective communication 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • create sentences from a given substitution table about days of the week • rearranging jumbled parts of sentences to make meaningful texts on days of the week in groups. • fill in sentences using the correct words in pairs 	<p>Why is it good to write legibly?</p>
<p>Core competencies:</p> <p>Critical thinking and problem solving: As learners write simple sentences about days of the week.</p>				
<p>Values:</p> <p>Responsibility: As learner is engaged in assigned duties in writing simple sentences</p>				

<p>Pertinent and contemporary issues:</p> <p>Citizenship: learners accommodate and show kindness to each other as they work in groups.</p>
<p>Link to other subjects: learning this concept will enhance understanding in days of the week as covered in English.</p>

THEME 5: FUN AND ENJOYMENT				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
3.0 Writing	<p>3.1 Guided writing</p> <p><i>My Birthday</i></p> <p><i>Talking about their birthdays</i></p> <p><i>(when it is, activities undertaken,</i></p> <p><i>Birthday parties etc.)</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) create short personal and imaginative writings,</p> <p>b) construct sentences using acquire vocabulary correctly,</p> <p>c) appreciate different Arabic writing styles.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • through think-pair-share writes accurately simple sentences about my birth day • use arrange of vocabulary to write correct about my birth day in small groups • compete rearranging jumbled parts of sentences to make meaningful texts on my birth day in small groups. 	<p>How can you develop a good handwriting?</p>
<p>Core competencies:</p> <p>Creativity and imagination: As learners develop logical writing skills as they write simple sentences about my birth day.</p>				
<p>Values:</p> <p>Responsibility: as learner is engaged in assigned duties in writing simple sentences.</p>				
<p>Pertinent and contemporary issues:</p>				

Citizenship: as learners talk about and celebrate their birth day parties.
Link to other subject: Learners link their learning on the concept of special occasions as covered in social studies.

THEME 6: FOOD AND DRINK				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
3.0 Writing	3.1 Guided writing <i>Food items</i> <i>Identification</i> <i>of food items (fruits, vegetables, meats, drinks, snacks)</i> <i>what is this...?</i>	By the end of the sub strand, the learner should be able to: a) construct simple sentences correctly, b) use basic descriptive words in writing simple sentence, c) appreciate the skill of writing for effective communication.	Learner is guided <ul style="list-style-type: none"> • practise writing legibly and correctly in pairs • copy sentences, paying attention to spacing of words in the sentence and display their work in groups • draw and label different foods found in their locality and post their charts on the walls of the classroom for peer review 	Which are common foods found in your locality?
Core competencies:				
Creativity and imagination: Learner construct sentences for communication and self-expression.				
Values:				
Unity: As learners display team spirit while competing in reading activities				
Pertinent and contemporary issues:				

Economic resources: As learners appreciate the value of food for human being
Link to other subjects: learner link this concept about foods and drinks as taught in social integrated science

THEME 7: BODY PARTS				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
3.0 Writing	3.1 Guided writing <i>Body parts</i> <i>Identifying part of the body</i> <i>(head, eyes, ears, nose, mouth and hands)</i>	By the end of the Sub Strand, the learner should be able to: a) construct simple sentences to express feeling using acquired vocabulary, b) write correctly sentences from given words, c) develop interest in artistic expression through writing.	Learner is guided to: <ul style="list-style-type: none"> • think-pair-share writes accurately simple sentences about my body parts • use arrange of vocabularies to write short sentences about my body in small groups • compete rearranging jumbled parts of sentences to make meaningful texts on my body parts in small groups 	Why do you take care of your body?
Core competencies:				
Critical thinking and problem solving: as learners write simple sentences about my body parts.				
Values:				
Responsibility: as learner is engaged in assigned duties in writing simple sentences.				
Pertinent and contemporary issues:				

Health promotion: learner appreciate body parts and practice habits of good hygiene.
Link to other subject: learner link this concept about body parts as it is covered in integrated science.

THEME 8: WEATHER AND ENVIRONMENT				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
3.0 Writing	3.1 Guided writing <i>Weather features</i> <i>Identifying weather features (the sun, clouds, wind, rain)</i>	By the end of the sub strand, the learner should be able to: a) construct simple sentences correctly, b) use basic descriptive words in writing simple sentence, c) appreciate the skill of writing for effective communication.	Learner is guided to: <ul style="list-style-type: none"> • writes very simple descriptions of weather features using short phrases/sentences. • in pairs writes simple sentences about pictures on weather features. • draw and label different weather features and post on walls of the school in groups 	How does weather affect our daily life?
Core competencies: Creativity and imagination: The skill of originality is developed as describe weather features. Learning to learn: learner independently writes simple sentences about pictures on weather features.				
Values: Unity: As learner cooperate with other to achieve common goal				
Pertinent and contemporary issues: Health issues: As the learner appreciate the weather and is able to clean his/her immediate environment				
Link to other subjects: learner link this concept about weather and environment as taught in integrated science.				

THEME 9: GETTING AROUND				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
3.0 Writing	3.1 Guided writing <i>At home</i> <i>Locating different areas/items at home</i> <i>(where is)</i> <i>Bedroom, kitchen, garden</i>	By the end of the sub strand, the learner should be able to: a) create sentences using acquired vocabularies and phrase, b) construct simple sentences to express feelings, ideas, or describe items, c) develop positive attitude towards writing Arabic.	Learner is guided to: <ul style="list-style-type: none"> • write simple sentences on household items ordering words correctly in small groups • rearranging letters to make meaningful words • through think-pair-share write simple sentences on household items from display of pictures 	Why do we need to keep household items safe?
Core competencies: Critical thinking and problem solving: As learners write simple sentences on household items ordering words correctly Learning to learn: As learner work collaboratively constructing sentences.				
Values: Responsibility: As learner is engaged in assigned duties in writing simple sentences.				

Pertinent and contemporary issues:

Health promotion: Learner appreciate items in the house and practice habits of safety and hygiene.

Link to other subject: Learner link this concept about household items as it is covered in agriculture and nutrition.

Assessment rubrics for writing

Indicators	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.
Organization	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions	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.

	between ideas.			
Vocabulary	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.

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CSL AT UPPER PRIMARY (GRADE 4-6)

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.

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