

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

UPPER PRIMARY SCHOOL CURRICULUM DESIGN

ARABIC

GRADE 5

First Published 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN:

Published and printed by Kenya Institute of Curriculum Development

TABLE OF CONTENTS

| | |
|---|------|
| NATIONAL GOALS OF EDUCATION | iv |
| LESSON ALLOCATION AT UPPER PRIMARY | vi |
| LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION | vii |
| ESSENCE STATEMENT | vii |
| SUBJECT GENERAL LEARNING OUTCOMES..... | viii |
| THEME 1: GREETINGS AND INTRODUCTIONS..... | 1 |
| THEME 2: FAMILY | 2 |
| THEME 3: MY SURROUNDING | 4 |
| THEME 4: TIME..... | 5 |
| THEME 5: FUN AND ENJOYMENT..... | 7 |
| THEME 6: FOOD AND DRINKS | 8 |
| THEME 7: MY BODY PARTS..... | 10 |
| THEME 8: WEATHER AND ENVIRONMENT | 11 |
| THEME 9: GETTING AROUND. | 12 |

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

- 3. Promote individual development and self-fulfilment**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- 4. Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5. Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- 8. Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

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 |

LEVEL 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 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.

| THEME 1: GREETINGS AND INTRODUCTIONS | | | | |
|---|---|--|--|--------------------------------|
| 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 (Hello, assalam aleikum , how are you + own name and friend's,gender</i> | By the end of the sub strand the learners should be able: a) connect sounds to letters and blend letters/syllables b) pronouns words correctly c) develop interest in learning the Arabic words | Learners is guided to: <ul style="list-style-type: none"> • pronouns words with sound baa, mim,lam, dal from a given display in pairs • imitate using the pronouns hadaa, hadhihi • praticse using Arabic greeting such as assalamu-alaikum, keif-haluka/halaki etc • Dramatize greetings in pairs | why do we greet one another? |
| Core competencies: Communication and collaboration: The skill of speaking is developed as learner articulate sounds using blend and digraphs Self-efficacy: 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 difference in gender

Link to other subjects: Learner link greetings and introductions as taught in English.

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 1.2 Imitative speaking <i>Nuclear family; name</i> <i>(What's _ name)</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. | Learners is guided to <ul style="list-style-type: none">• listen and respond confidently to simple questions about nuclear family• practice pronouncing words containing sounds of nuun,raa,saad,faa., with correct articulations in groups.• Practise using the pronouns of huwa and hiya orally in groups.• Talk about their immediate family members in groups | Why is it good to pronounce words correctly? |

| | | | | |
|---|--|--|---|--|
| | | | for enjoyment (father, mother and brother etc.) | |
| Core competencies: | | | | |
| Communication and Collaboration: learners acquires listening skills as they actively participates in responding to simple questions on immediate family members. | | | | |
| Self-efficacy: As learners confidently express himself while talking about his immediate family members. | | | | |
| Values: | | | | |
| Integrity: As learner displays honesty while answering simple questions on family members. | | | | |
| Pertinent and contemporary issues: | | | | |
| Gender issues: As learner demonstrates harmonious coexistence both at school and at home. | | | | |
| Link to other subjects: The learner is able to relate the concept of family as covered in social studies. | | | | |

| THEME 3: MY SURROUNDING | | | | |
|-----------------------------------|--|--|---|----------------------------------|
| 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>In the classroom</i> <ul style="list-style-type: none"> • Stationery/items • Learning areas <i>Giving simple description of items found in the classroom(colour)</i> <i>N/B: At most 10 items</i> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> respond confidently to instructions and questions appropriately, pronounce words from given context confidently, appreciate household items and rooms at home | Learner is guided to: <ul style="list-style-type: none"> • listen to audio-visual recordings about classrooms items and answer questions in pairs • participate in conversations related to classroom items in groups • listen to audio recordings articulate words of similar sound correctly. • Discuss how to take care of classroom items | Why is it good to listen keenly? |
| Core competencies: | | | | |

| |
|--|
| <p>Communication and collaboration: The learner speak clearly as he/she participate in conversation..</p> <p>Learning to learn: as learners discuss how to take care of classroom items independently.</p> |
| <p>Values:</p> <p>respect: As learners appreciate diverse opinions while participating in conversations</p> |
| <p>Pertinent and contemporary issues:</p> <p>Economic resources: as learner discuss how to takes care of classroom items</p> |
| <p>Link to other subjects: Learners related the concept of classroom items as taught in English.</p> |

| THEME 4: TIME | | | | |
|-----------------------------------|---|--|---|--|
| 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>By the end of the sub strand, the learner should be able to:</p> <p>a) use appropriate pronunciation and intonation in asking and answering questions,</p> <p>b) respond to given instructions correctly,</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> listen to an audio presentation and identify greeting times in the day. e.g., Morning-Good morning, Afternoon-Good afternoon, Evening-Good evening | <p>Why is it good to have greetings on different times of the day?</p> |

| | | | | |
|--|--|--|---|--|
| | <p><i>Moments of the day (morning, afternoon, evening, night)</i></p> <ul style="list-style-type: none"> • <i>Sequencing general activities in relation to moments of the day e.g. waking up, meals, sleeping</i> | <p>c) generate ideas on a given presentation</p> | <ul style="list-style-type: none"> • Listen to a short presentation on greetings at different times of the day • take turns to dramatize greetings at different times of the day and also practice the appropriate responses. | |
| <p>Core competencies:</p> | | | | |
| <p>Creativity and imagination: the skill of communication and self-expressions are portrayed as learners dramatize greetings at different times of the day.</p> | | | | |
| <p>Values:</p> | | | | |
| <p>Respect: As learner will shows positive regard for self and others while working in groups</p> | | | | |
| <p>Pertinent and contemporary issues:</p> | | | | |
| <p>Citizenship: As learners practice time management skills when talking about different times of the day</p> | | | | |
| <p>Link to other subject: Learner links this concept in different times of the day 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 | 1.2 Listening for gist 1.3 Imitative speaking <i>Hobbies and interests</i> <i>(singing, dancing, drawing and painting)</i> <i>In my free time I like.....</i> <i>In my free time I</i> | By the end of the Sub Strand, the learner should be able to: a) demonstrates positive listening behavior, b) expresses personal preferences and opinions, c) appreciate the importance of listening skills | Learner is guided to: <ul style="list-style-type: none"> • listen attentively to an audible presentation about hobbies and interest and answer related questions in small groups • take turns repeating sentences orally for effective pronunciation in pairs • form simple sentences about my hobbies and interest in small groups • complete sentences with appropriate phrases about my hobbies and interest | How do you spend your free time? |

| | | | | |
|---|------------------------|--|--|--|
| | <i>don't like.....</i> | | | |
| Core competencies: | | | | |
| Communication and collaboration: Learner develops listen skills as he/she actively listen to audial presentation and answer questions. | | | | |
| Creativity and imagination: As learners practise forming simple sentences to express and organize ideas. | | | | |
| Values: | | | | |
| Respect: As learner shows positive regard for self and others while working in groups. | | | | |
| Pertinent and contemporary issues: | | | | |
| Citizenship: As learners talk about their hobbies and interests. | | | | |
| Link to other subject: Learner link concept about hobbies and interest as taught in English | | | | |

| THEME 6: FOOD AND DRINKS | | | | |
|-----------------------------------|--|--|---|--------------------------------|
| 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) respond to simple questions correctly, b) use acquired words to form accurate simple sentence, | Learner is guided to: • listen to a presentation mealtimes from a digital device and answer the questions in groups • conduct a conversation in | Why do we take meals? |

| | | | | |
|--|---|--|---|--|
| | <p>Meals</p> <p><i>Mentioning what one eats in relation to different mealtimes (Breakfast, lunch, dinner/supper, dishes)</i></p> | <p>c) appreciate importance of food to human life.</p> | <p>pairs using vocabularies related to different mealtimes</p> <ul style="list-style-type: none"> • use appropriate pronunciation and intonation in asking and answering questions | |
| <p>Core competencies:</p> | | | | |
| <p>Communication and collaboration: The skill of speaking clearly is enhanced as learner listens actively to show understanding of a particular text.</p> | | | | |
| <p>Self-efficacy: as learners enjoys using appropriate pronunciation and intonation in asking and answering questions.</p> | | | | |
| <p>Values:</p> | | | | |
| <p>Unity: As learners display team spirit while working in groups.</p> | | | | |
| <p>Pertinent and contemporary issues:</p> | | | | |
| <p>Economic resources: As learners appreciate the value of different mealtimes.</p> | | | | |
| <p>Link to other subjects: Learner relates this concept about mealtimes as taught in English.</p> | | | | |

| THEME 7: MY BODY PARTS | | | | |
|-----------------------------------|---|--|--|------------------------------------|
| 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>Functions of External human body parts</i> | 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, c) Generate ideas on a given presentation | Learners is guided to: <ul style="list-style-type: none"> • practice pronouncing selected words with sound qaf, taa, haa, siin,daa, in pairs • name parts of the body and ask simple questions in groups • sing a song while locating the external parts of their bodies. • take turns to talk about body parts in pairs • listen to simple instructions and act in response in pairs | How do you take care of your body? |
| Core competencies | | | | |

| |
|---|
| <ul style="list-style-type: none"> • Communication and collaboration: The skill of speaking clearly is enhanced as learners take turns to talk about body parts. • Self-efficacy: learners know their body parts as they sing a song while locating the external parts of their bodies. |
| <p>Values:</p> <p>Respect: As learner will show positive regard for self and others while working in groups</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 is able to relates 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) |
| 1.0 Listening and Speaking | 1.1 Listening for gist 1.3 Imitative speaking <i>Weather patterns</i> <i>Description of weather patterns (it</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 feeling, c) develop interest in speaking skills. | Learner is guided to: <ul style="list-style-type: none"> • imitate an audio recording in differentiating the pronunciation of various words formed from the vocal sounds using minimum pairs. • listen to simple conversation on weather patterns and answer questions in groups • use appropriate pronunciation | How can we take care of our immediate environment? |

| | | | | |
|--|--|--|--|--|
| | <i>is sunny, it is rainy, it is... ..)</i> | | and intonation in asking and answering on weather patterns | |
| Core competencies: | | | | |
| <ul style="list-style-type: none"> • Communication and collaboration: The listening skill is enhanced as learner listen keenly and actively to show understanding of a particular text. • Self-efficacy: As learners use appropriate pronunciation and intonation in asking and answering. | | | | |
| Values: | | | | |
| Peace: As learners show patience and tolerate while working in groups. | | | | |
| 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 is able to relate this concept about weather and environment as taught in science and technology. | | | | |

| THEME 9: GETTING AROUND. | | | | |
|-----------------------------------|--|--|--|--|
| 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) describe objects using a variety of vocabulary to convey message correctly, | Learner is guided to: <ul style="list-style-type: none"> • engage in conversation using appropriate vocabulary in groups • listen to audio presentation on | How can you improve your speaking skill? |

| | | | | |
|---|--|--|---|--|
| | <p><i>Locating others/common items in class; (where is) book, duster, pen, chair</i></p> <p><i>- In, on, under, behind</i></p> | <p>b) speak clearly using appropriate tone and pronunciation,</p> <p>c) appreciate speaking skills to convey information accurately.</p> | <p>locating common items in the classroom from a digital device attentively and repeat what the presenter is saying correctly</p> <ul style="list-style-type: none"> • make sentences using vocabularies related to locating items in the classroom. E.g., where is the book? • watch a video on location of classroom items answer questions in groups | |
| <p>Core competencies:</p> <p>Communication and collaboration: Learner develops listening skill while listening keenly and actively to a short presentation and answer questions orally</p> <p>Digital literacy: As learner interacts with digital devices by watch a video clip.</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 appreciate items in the classroom and practice habits of safety and care</p> | | | | |
| <p>Link to other subject: learner is able to relate this concept about classroom items as it is covered in English and Kiswahili.</p> | | | | |

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 |

| | | | | |
|--|---|--|--|--|
| <p>Ability to maintain correct spoken language patterns (pronunciation, intonation, rhythm and pacing) in oral expression</p> | <p>The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. Makes successful attempts at using colloquial and idiomatic expressions.</p> | <p>The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. Communication is clear and fluid.</p> | <p>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</p> | <p>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</p> |
| <p>Ability to respond to questions and prompts to show comprehension and engagement in oral interactions</p> | <p>The learner responds to all questions and prompts to show comprehension and engagement and goes further to give appropriate illustrations and examples.</p> | <p>The learner responds to all questions and prompts to show comprehension and engagement</p> | <p>The learner responds to some questions and prompts to show comprehension and engagement</p> | <p>The learner responds to very few questions and prompts to show comprehension and engagement</p> |
| <p>Ability to employ gestures and facial expressions to enhance oral interactions</p> | <p>The learner employs adequate gestures and facial expressions in oral expressions whenever required. Is sensitive to cultural diversity and adapts</p> | <p>The learner employs adequate gestures and facial expressions to complement oral expressions whenever required.</p> | <p>The learner employs some gestures and facial expressions to complement oral expressions when required. A few gestures and facial expressions used do not rhyme with the</p> | <p>The learner employs a few gestures and facial expressions to complement oral expressions when required. Many of the gestures and facial</p> |

| | | | | |
|--|--|--|---|---|
| | non-verbal cues to diverse cultural contexts. | | intended communication | 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. |

| THEME 1: GREETINGS AND INTRODUCTION | | | | |
|--|--------------------------|--|---------------------------------------|--------------------------------|
| STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
| 2.0 Reading | 2.1 Reading aloud | By the end of the sub strand, the learner should be able to: | Learner is guided to | Why is greeting important? |

| | | | | |
|---|---|---|--|--|
| | <p>2.2 Guided reading</p> <p><i>Basic greetings and introduction (Hello, assalam aleikum , how are you + own name and friend's,gender</i></p> | <p>a) articulate Arabic words correctly, b) read greetings phrases correctly, c) develop interest in reading Arabic words .</p> | <ul style="list-style-type: none"> • reads Arabic words with baa, mim, lam and daal sound from a given display in groups • read simple sentences on greetings and self-introduction in groups • practice reading from variety of texts for enjoyment. | |
| <p>Core competencies:</p> <p>Self-efficacy: As learner reads simple sentences from a given texts confidently.</p> <p>Learning to learn: As learner practice reading from variety of texts.</p> | | | | |
| <p>Values:</p> <p>Responsibility: Learner engages in assigned duties of reading sentences.</p> | | | | |
| <p>Pertinent and contemporary issues:</p> <p>citizenship: As learners accommodate and show kindness to each other as they work in groups.</p> | | | | |
| <p>Link to other subjects: learner link greetings and introductions that is also covered in English.</p> | | | | |

| THEME 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; name</i> <i>(What's _ name)</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. | Learners is guided to: <ul style="list-style-type: none"> • read words in a printed text containing nuun,raa,saad,faa, using the following reading strategies, decoding, cues and word spacing in pairs • take-turn reading simple sentences about immediate family members in a given text. • Read text containing huwa and hiya in pairs. • Compete in rearranging words to form meaningful sentences | How can you show love to your family members? |
| Core competencies Self-efficacy: Learner know their family members as they read simple sentences about family members. Critical thinking and problem solving: The skill of creativity is enhanced as learners rearrange words to create meaningful sentences | | | | |
| Values: | | | | |

| |
|--|
| Responsibility: As learner engage in assigned duties of rearranging words to form meaningful 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 the concept of family as covered in social studies. |

| THEME 3: MY SURROUNDING | | | | |
|--------------------------------|--|--|---|--|
| 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>In the classroom</i> <ul style="list-style-type: none"> • Stationery/items • Learning areas <i>Giving simple description</i> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) read a given text with an appropriately, b) reads short familiar texts aloud with some fluency, c) use acquired vocabularies for proper communication. | Learner is guided to: <ul style="list-style-type: none"> • read aloud short text on classroom items in small groups • compete in reading activities for pleasure and understanding in pairs. • identify classroom from a digital device in groups. | Why is it important to read correctly? |

| | | | | |
|---|--|--|--|--|
| | <p><i>of items found in the classroom(colour)</i></p> <p><i>N/B: At most 10 items</i></p> | | | |
| <p>Core competencies:</p> <p>Communication and collaboration: Learner display team work heshe reads aloud with others.</p> <p>Self-efficacy: as learners know their classroom items.</p> | | | | |
| <p>Values:</p> <p>Unity: as learners display team spirit while competing in reading activities</p> | | | | |
| <p>Pertinent and contemporary issues:</p> <p>Economic resources: as learner takes care of house items in the house.</p> | | | | |
| <p>Link to other subject: Learners relates the concept of classroom as covered in English language</p> | | | | |

| THEME 4: TIME | | | | |
|----------------------|--------------------------|-----------------------------------|---------------------------------------|--------------------------------|
| STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
| 2.0 Reading | 2.1 Reading aloud | By the end of the sub strand, | Learner is guided to: | How can you improve |

| | | | | |
|---|---|--|---|-----------------------------|
| | <p>2.2 Guided reading</p> <p><i>Moments of the day (morning, afternoon, evening, night)</i></p> <ul style="list-style-type: none"> • <i>Sequencing general activities in relation to moments of the day e.g. waking up, meals, sleeping</i> | <p>the learner should be able to:</p> <p>a) read short and simple sentences at good pace,</p> <p>a) infer simple information from a given context,</p> <p>b) develop interest in reading Arabic texts.</p> | <ul style="list-style-type: none"> • engage in reading short sentences at a reasonable pace on moments of the day • read and derive meaning from simple sentences on moments of the day • read level appropriate text independently during free time | <p>your reading skills?</p> |
| <p>Core competencies:</p> <p>Critical thinking and problem solving: As learner reads and derives meaning from a particular text.</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> | | | | |

Pertinent and contemporary issues:

Citizenship: as learners practice time management skills when talking about moments of the day.

Link to other subject: learner relate this concept on moments of the day 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 | 2.1 Reading aloud 2.2 Guided reading <i>Hobbies and interests</i> <i>(singing, dancing, drawing and painting)</i> <i>In my free time I</i> | By the end of the Sub Strand, the learner should be able to: 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 at a reasonable pace hobbies and interest• read and derive meaning from simple sentences on hobbies and interests• read level appropriate text independently during free time | How do you spend your free time? |

| | | | | |
|--|--|--|--|--|
| | <i>like.....</i> <i>In my free time I don't like.....</i> | | | |
| Core competencies: Communication and collaboration: Learner develops reading skills as he/she reads texts freely. | | | | |
| Values: Respect: As learner shows positive regard for self and others while working in groups. | | | | |
| Pertinent and contemporary issues: Citizenship: As learners talk about their hobbies and interests. | | | | |
| Link to other subject: Learner link concept about hobbies and interest as taught in English | | | | |

| THEME 6: FOOD AND DRINKS | | | | |
|---------------------------------|--------------------------|-----------------------------------|---------------------------------------|--------------------------------|
| STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
| 2.0 Reading | 2.1 Reading aloud | By the end of the sub strand the | Learner is guided to: | Why do we take |

| | | | | |
|---|--|---|--|---------------|
| | <p>2.2 Guided reading</p> <p><i>Meals</i></p> <p><i>Mentioning what one eats in relation to different mealtimes (Breakfast, lunch, dinner/supper, dishes)</i></p> | <p>learner should be able to:</p> <ol style="list-style-type: none"> read texts with good pace accuracy and expression, infer simple information from a given context, develop interest in reading Arabic texts. | <ul style="list-style-type: none"> read short texts aloud with the appropriate pace, accuracy and expression on mealtimes. read and derive meaning from simple sentences on mealtimes read level appropriate text independently during free time. | <p>meals?</p> |
| <p>Core competencies:</p> | | | | |
| <p>Critical thinking and problem solving: The skill of inference is developed as Learner read and derive meaning from a particular text.</p> | | | | |
| <p>Values:</p> | | | | |
| <p>Unity: As learners display team spirit while competing in reading activities</p> | | | | |
| <p>Pertinent and contemporary issues:</p> | | | | |
| <p>Economic resources: as learners appreciate the value of different mealtimes during the day.</p> | | | | |
| <p>Link to other subjects: Learner relates this concept about mealtimes as taught in English.</p> | | | | |

| THEME 7: BODY PARTS | | | | |
|---|--|--|---|--------------------------------|
| 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>Functions of External human body parts</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 is guided to: <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 in pair • engage in reading activities for pleasure and understanding at home | Why is reading important? |
| Core competencies: <ul style="list-style-type: none"> • digital literacy: As learner interacts with the digital devices through picture reading. • Learning to learn: As learners engage in reading activities for pleasure and understanding at home independently. | | | | |
| Values: Responsibility: as learners use and take care of digital devices as expected | | | | |
| Pertinent and contemporary issues: | | | | |

| |
|--|
| Health promotion: learner appreciate body parts and practice habits of good hygiene |
| Link to other subject: learner relates 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) |
| 2.0 Reading | 2.1 Reading aloud 2.2 Guided reading <i>Weather patterns</i> | By the end of the sub strand, the learner should be able to: a) read simple passage on a given context fluently, b) interact meaningfully with text to infer simple information, c) develop interest in reading short Arabic texts. | Learner is guided to: <ul style="list-style-type: none"> • reading attentively for 10-20 minutes on text about weather patterns • recite poems about weather patterns in small groups • take turns participating in speed reading. | How can we take care of our immediate environment? |

| | | | | |
|--|--|--|--|--|
| | <i>Description of weather patterns (it is sunny, it is rainy, it is.....)</i> | | | |
| Core competencies: | | | | |
| Learning to learn: As Learner reads attentively texts about weather patterns. | | | | |
| Self-efficacy: As learners enjoy reciting poems about weather patterns. | | | | |
| Values: | | | | |
| 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 is able to link this concept about weather and environment as taught in science and technology. | | | | |

| THEME 9: GETTING AROUND | | | | |
|--------------------------------|--------------------------|--|---|--|
| STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
| 2.0 Reading | 2.1 Reading aloud | By the end of the sub strand, the learner should be able to: | Learner is guided to: <ul style="list-style-type: none"> • read aloud text on locating | Why do we need to keep classroom items |

| | | | | |
|---|---|--|--|--------------|
| | <p>2.2 Guided reading</p> <p><i>Locating others/common items in class; (where is) book, duster, pen, chair</i></p> <p><i>- In, on, under, behind</i></p> | <p>a) reads texts with proper intonation and pronunciation,</p> <p>b) demonstrate comprehension reading simple texts,</p> <p>c) develop a positive attitude towards reading.</p> | <p>classroom items in a small group and talk about it.</p> <ul style="list-style-type: none"> • assist each other in reading short sentences and identifying locations of classroom items • participate in reading circles by reading aloud texts on location of classroom items in groups | <p>safe?</p> |
| <p>Core competencies</p> | | | | |
| <p>Core competencies:</p> <p>Communication and collaboration: the reading skill is enhanced as learner reads aloud text on household items from a particular text and talk about.</p> | | | | |
| <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: As learner appreciates items in the classroom and practice habits of safety and care.</p> | | | | |

Link to other subject: learner is able to relate this concept about classroom items as it is covered in English and Kiswahili.

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 and emotions. | 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 | 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 | The learner reads simple texts with stilted and choppy flow through most parts of the texts. Pays attention to very few punctuations as pauses and intonation are misplaced. |

| | | | | |
|---|---|--|--|--|
| | Makes no errors at all even in texts on unfamiliar topics. | emotions. Makes minimal errors in texts on unfamiliar topics and auto-corrects self in the few errors made. | express intention and emotions. Makes many errors in texts on unfamiliar topics and is unable to auto-corrects self. | |
| 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 | By the end of the sub strand, the learner should be able | Learners is guided to: <ul style="list-style-type: none"> • write words with letter baa, lam, mim, daal correct | Why is greeting important? |

| | | | | |
|--|--|---|--|--|
| | <p><i>Basic greetings and introduction (Hello, assalam aleikum , how are you + own name and friend's,gender</i></p> | <p>to:</p> <p>a) write the words correctly,</p> <p>b) copy variety of words and sentences accurately,</p> <p>c) develop interest in writing Arabic.</p> | <p>spelling</p> <ul style="list-style-type: none"> • complete words with missing letters along with its vowels. • copy the Arabic greetings phrases in groups • practice greetings with peers and parents | |
| <p>Core competencies:</p> <p>Creativity and imagination: As learner write simple sentences to express their feelings.</p> <p>Self-efficacy: As learner practice greetings with peers and parents.</p> | | | | |
| <p>Values:</p> <p>Unity: As learner cooperate with other to achieve common goal.</p> | | | | |
| <p>Pertinent and contemporary issues:</p> <p>Gender issues: Learners appreciate own and opposite gender while working in groups or pairs.</p> | | | | |
| <p>Link to other subjects: learner link greetings and introductions that is also covered in English.</p> | | | | |

| THEME 2: FAMILY | | | | |
|---|--|--|--|---|
| STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
| 3.0 Writing | 3.1 Guided writing <i>Nuclear family; name</i> <i>(What's _ name)</i> | By the end of the sub strand, the learner should be able to: a) write Arabic words correctly, b) write short sentences from a given context, c) develop interest in writing Arabic. | Learner is guided to: <ul style="list-style-type: none"> • complete word with missing letters(nuun,raa,saad,faa,) with its vowels. • copy sentences about family members from a given display in pairs • play scrabble games forming simple Arabic words related to family members in groups | How can you develop a good handwriting? |
| Core competencies: | | | | |
| Critical thinking and problem solving: The skill of reflection is developed as learners use letters to form different words. | | | | |
| Values: | | | | |
| Responsibility: As learner is engaged in assigned duties in writing words | | | | |
| 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 the concept of family as covered in social studies.

| THEME 3: MY SURROUNDING | | | | |
|--------------------------------|--|--|---|--|
| STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
| 3.0 Writing | 3.1 Guided writing <i>In the classroom</i> <ul style="list-style-type: none"> • Stationery/items • Learning areas <i>Giving simple description of items found in the classroom(colour)</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 sentence, c) appreciate the skill of writing for effective communication | Learner is guided to: <ul style="list-style-type: none"> • list the items found in the classroom in groups • draw, colour and label items found in the classroom of their choice in groups and share their work with their peers. • work in pairs to write simple sentences, describing items in the classroom. E.g <i>my pencil is short</i> <i>the board is black</i> <i>the chair is broken</i> | How do you take care of classroom items? |

| | | | | |
|--|------------------------------|--|-------------------------------|--|
| | <i>N/B: At most 10 items</i> | | <i>our classroom is clean</i> | |
| Core competencies: | | | | |
| Critical thinking and problem solving: as learners think critically writing simple sentences describing classroom items\. | | | | |
| Values: | | | | |
| Responsibility: as learner is engaged in assigned duties in writing simple sentences | | | | |
| Pertinent and contemporary issues: | | | | |
| Citizenship: As learners accommodate and show kindness to each other as they work in groups | | | | |
| Link to other subjects: Learning related the concept of classroom items as covered in English and Kiswahili. | | | | |

| | | | | |
|------------------------------|-------------------|-----------------------------------|---------------------------------------|--------------------------------|
| THEME 4: DAYS OF WEEK | | | | |
| STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |

| | | | | |
|---|--|--|---|----------------------------------|
| 3.0 Writing | 3.1 Guided writing <i>Moments of the day (morning, afternoon, evening, night)</i> <ul style="list-style-type: none"> • <i>Sequencing general activities in relation to moments of the day e.g. waking up, meals, sleeping</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 sentence, c) appreciate the skill of writing for effective communication. | Learner is guided to: <ul style="list-style-type: none"> • creating sentences from a given substitution table about moments of the day • compete rearranging jumbled parts of sentences to make meaningful texts on moments of the day in small groups. • fill in sentences using the correct words in pairs | Why is it good to write legibly? |
| Core competencies: Critical thinking and problem solving: as learners write simple sentences about moments of the day. | | | | |
| Values: Responsibility: as learner is engaged in assigned duties in writing simple sentences. | | | | |
| Pertinent and contemporary issues: Citizenship: As learners accommodate and show kindness to each other as they work in groups | | | | |

Link to other subjects: learning relates this concept on moments of the day as covered in English.

THEME 5: FUNS AND ENJOYMENT

| STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
|---------------------------|---|---|---|--|
| <p>3.0 Writing</p> | <p>3.1 Guided writing</p> <p><i>Hobbies and interests</i> (singing, dancing, drawing and painting)</p> <p><i>In my free time I like.....</i></p> <p><i>In my free time I don't like.....</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"> • write accurately simple sentences about hobbies and interest • use arrange of vocabulary to write correct sentences about hobbies groups • compete rearranging jumbled parts of sentences to make meaningful texts hobbies in groups | <p>How can you develop a good handwriting?</p> |

Core competencies:

Critical thinking and problem solving: as learners reflect to write simple sentences about hobbies.

| |
|--|
| <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: As learners talk about their hobbies and interest.</p> |
| <p>Link to other subject: Learner link concept about hobbies and interest as taught in English.</p> |

| THEME 6: FOOD AND DRINK. | | | | |
|---------------------------------|--|--|---|--------------------------------|
| STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
| 3.0 Writing | <p>3.1 Guided writing</p> <p><i>Meals</i></p> <p><i>Mentioning what one eats in relation to different mealtimes</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) use basic descriptive words in writing simple sentence,</p> <p>c) appreciate the skill of writing for effective communication.</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> • practise writing simple sentences on mealtimes legibly and correctly in pairs • copy sentences, paying attention to spacing of words in the sentence and display their work • use jumble up the sentences to making up sensible paragraph in pairs | <p>Why do we take meals??</p> |

| | | | | |
|--|--|--|--|--|
| | <i>(Breakfast, lunch, dinner/supper, dishes)</i> | | | |
| Core competencies: <ul style="list-style-type: none"> • critical thinking and problem solving: As learner uses jumble up the sentences to making up sensible paragraph in pairs • learning to learn: As learner independently copy sentences, paying attention to spacing of words in the sentence. | | | | |
| Values: Responsibility: As learners performs assigned duties as expected. | | | | |
| Pertinent and contemporary issues: Economic resources: As learners appreciate the value of different mealtimes during the day. | | | | |
| Link to other subjects: Learner relates this concept about mealtimes as taught in English. | | | | |

| 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>Functions of External human body parts.</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"> • write words and simple sentences through dictation • draw and label body parts of their choice and post in the class wall for peer review in 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: The skill of reflection is portrayed as learners rearranging jumbled parts of sentences to make meaningful texts on 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 is able relate 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 patterns</i> <i>Description of weather patterns (it is sunny, it is rainy, it is.....)</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 about weather patterns using short phrases/sentences. • compete writing simple sentences with speed and neatness on weather patterns. • observe the weather for one week and record the weather patterns in groups | How does weather patterns affect our daily life? |
| <p>Core competencies:</p> <p>Creativity and imagination: As learner organizes his/her ideas writing very simple descriptions about weather patterns.</p> <p>Self-efficacy: As learner develops relationships while competing with others writing simple sentences with speed and neatness on weather patterns.</p> | | | | |
| <p>Values:</p> <p>Responsibility: Learner performs the assigned duties as expected.</p> | | | | |

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: The learner is able to relate this concept about weather and environment as taught in science and technology.

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>Locating others/common items in class; (where is) book, duster, pen, chair</i> <i>- In, on, under, behind</i> | By the end of the sub strand, the learner should be able to: a) create sentences using acquired vocabularies and phrases, 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">• order words correctly to form simple sentences on locating classroom items in small groups• rearranging words to make meaningful sentences• through think-pair-share write simple sentences on classroom items from display of pictures• practice copying a short paragraph legibly and correctly on the board. | Why do we need to keep classroom items safe? |

Core competencies:

- **Critical thinking and problem solving:** The skill of reflection is portrayed as learner rearrange words to make meaningful sentences.

| |
|--|
| <ul style="list-style-type: none"> • Communication and collaboration: the skill of writing clearly is enhanced as learner writes simple sentences on classroom items from display of pictures. |
| Values: Responsibility: as learner is engaged in assigned duties in writing simple sentences |
| Pertinent and contemporary issues: Health promotion: As learner appreciate items in the classroom and practice habits of safety and care. |
| Link to other subject: learner is able to relate this concept about classroom items as it is covered in English and Kiswahili. |

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 | 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 | 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 | 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 |

| | | | | |
|---------------------|---|---|---|---|
| | correctly spaced within sentences all through. Text looks like a typed Microsoft office word document. | correctly spaced within sentences all through. | words within sentences is visible. | 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 between ideas. | 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. |
| 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. |

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.

DRAFT