



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

A skilled and Ethical Society

**UPPER PRIMARY SCHOOL CURRICULUM DESIGN**

**ARABIC LANGUAGE**

**GRADE 6**

First Published 2017

Revised 2024

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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
<b>Total</b>		<b>35</b>

## **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 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**

- 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



<b>Theme 1: GREETINGS AND INTRODUCTION</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(S)</b>
<b>1.0 Listening and Speaking</b>	<b>1.1 Phonological awareness</b>  <b>1.2 Listening for gist</b> <b>1.3 Imitative speaking</b>	By the end of the sub strand the learners should be able: a) use variety of familiar simple words and phrases, b) respond to very simple questions on familiar topics articulated, c) develop interest in learning the Arabic words	Learner is guided to: <ul style="list-style-type: none"> <li>• pronounce words from a given display in pairs</li> <li>• articulate sounds using Arabic signs (harakat) in groups <i>e.g. fatha, kasra, dhama, sukun</i></li> <li>• listen to Arabic greetings and introduction. <i>eg. good morning, good afternoon, good evening.</i></li> <li>• dramatize greetings in pairs</li> </ul>	Why do we greet one another?
<b>Core competencies:</b> <b>Communication and collaboration:</b> The skill of speaking clearly is portrayed as learner Articulates sounds using Arabic signs (harakat) in groups. <b>Creativity and imagination:</b> As learners practice Arabic greetings to express and organize ideas.				
<b>Values:</b> <b>Respect:</b> As learner will show positive regard for self and others.				
<b>Pertinent and contemporary issues:</b> <b>Gender issues:</b> as learner feels good and appreciates differences in gender				

**Link to other subjects:** learner is able to relate this concept on greeting and introduction as is also taught in English and Kiswahili.

**THEME 2: FAMILY**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.1 Phonological awareness</b> <b>1.2 Imitative speaking</b>  Nuclear family; name and age	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>respond appropriately to a variety of questions,</li> <li>pronounce the selected sounds correctly,</li> <li>appreciate the roles of immediate family members.</li> </ol>	Learners is guided to: <ul style="list-style-type: none"> <li>listen and respond confidently to simple questions about nuclear family</li> <li>practice pronouncing signs (Harakat) in sentences with correct articulations in groups</li> <li>talk about their immediate family members in groups for enjoyment</li> </ul> <i>e.g., how old is your brother?</i>	Why is it good to pronounce words correctly?

**Core competencies:**

**Communication and Collaboration:** The skill of listening is enhanced as learner actively listens and responding to simple questions on immediate family members.

**Self-efficacy:** As learner confidently express himself while talking about his immediate family members.

**Values:**

**Integrity:** As learner display honesty while answering simple questions on family members

**Pertinent and contemporary issues:****Gender issues:** As learners demonstrate harmonious coexistence both at school and at home**Link to other subjects:** learner is able to relate the family as is also taught in social studies.**Theme 3: MY SURROUNDING**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>1.0 LISTENING and SPEAKING</b>	<b>1.1 Phonological awareness</b> <b>1.2 Imitative speaking</b>  <i>My School</i>  <i>Facilities in the school</i>  <i>Saying where you are going</i>  <i>N/B: At most 10 locations</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>respond confidently to instructions and questions appropriately,</li> <li>pronounce words from given context confidently</li> <li>develop interest pronouncing words correctly.</li> </ol>	Learner is guided to: <ul style="list-style-type: none"> <li>listen to audio-visual recordings about my school and answer questions in pairs</li> <li>participate in conversations related to my schools in groups</li> <li>listen attentively to an audio recordings on words with nunation (<i>Tanween</i>) and practice pronouncing them in pairs</li> <li>discuss how to take care of the school property in groups</li> </ul>	How can you improve your listening skills?

**Core competencies:****Communication and collaboration:** Learner speaking skill is improved as he/she participates in conversations related to item my schools in groups

<b>Critical thinking:</b> the reflection skill is developed as learners listen to audio-visual recordings about my school and answer questions
<b>Values:</b>
<b>Respect:</b> Learners appreciate diverse opinions while participating in conversations
<b>Pertinent and contemporary issues:</b>
<b>Economic resources:</b> As learner discuss how to takes care of school property
<b>Link to other subjects:</b> learner is able to relate the concept of school facilities as is also taught in English and Kiswahili.

<b>Theme 4: TIME</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(S)</b>
<b>1.0 Listening and Speaking</b>	<b>1.1 Phonological awareness 1.2 Imitative speaking</b>	By the end of the sub strand, the learner should be able to: a) use appropriate letter emphasizes and intonation in asking and answering questions, b) respond to simple instructions correctly, c) generate ideas on a given presentation.	Learner is guided to: <ul style="list-style-type: none"> <li>listen attentively to presentation on letter emphasizes (shaddah) and practice pronouncing them in groups e.g <i>sabburah, Allah, baddah</i></li> <li>listen to an audio presentation month of the year and answer questions in groups.</li> <li>Make presentation using simple sentences on month of the year in pairs</li> </ul>	How can the months of the year help us in organizing school activities?
<b>Core competencies:</b>				

<ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> The speaking skill is improved as learner makes presentation using simple sentences on month of the year in pairs</li> <li>• <b>Critical thinking and imagination:</b> The reflective skill is developed as learner listens to an audio presentation month of the year and answer questions</li> </ul>
<b>Values:</b> <b>Respect:</b> As learner shows positive regard for self and others while working in groups
<b>Pertinent and contemporary issues:</b> <b>Citizenship:</b> as learners practice time management skills when talking about months of the year
<b>Link to other subject:</b> learner is able to related the concept of month of the year as also taught in English.

<b>THEME 5: FUN AND ENJOYMENT</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(S)</b>
<b>1.0 LISTENING and SPEAKING</b>	<b>1.1 Listening for gist</b> <b>1.2 Imitative speaking</b>  <i>sports and games</i>  <i>Express general likes and dislikes)</i>  <i>I like / love</i>  <i>I don't like / love</i>	By the end of the Sub Strand, the learner should be able to: a) demonstrates positive listening behavior, b) expresses using simple sentences and phrases, confidently c) appreciate the importance of listening skills.	Learner is guided to: <ul style="list-style-type: none"> <li>• listen attentively to an audible presentation about hobbies, sports and games and answer questions in groups</li> <li>• take turns repeating words while focusing on long vowels (madda) orally for effective pronunciation in pairs</li> <li>• form and present simple</li> </ul>	How do games and sports help us?

	.....		sentences about sports and games in small groups	
<b>Core competencies:</b>				
<b>Communication and collaboration:</b> The skill of effective communication is enhanced as learner forms and presents simple sentences about sports and games in small groups				
<b>Values:</b>				
<b>Respect:</b> learner will show positive regard for self and others while working in groups				
<b>Pertinent and contemporary issues:</b>				
<b>Citizenship:</b> as learners talk about sports and games				
<b>Link to other subject:</b> learner is able to related the concept of sports and games as also taught in creative arts.				

<b>Themes 6: FOOD AND DRINKS</b>				
<b>STRAND</b>	<b>SUB STRAND</b>	<b>SPECIFIC LEARNING OUTCOMES</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>KEY INQUIRY QUESTION(S)</b>
<b>1.0 LISTENING and SPEAKING</b>	<b>1.1 Phonological awareness</b> <b>1.2 Imitative speaking</b>  <i>Food preferences</i> <i>Describing the food one likes/dislikes in</i>	By the end of the Sub Strand, the learner should be able to: a) respond confidently to instructions and questions appropriately, b) pronounce words from	Learner is guided to: <ul style="list-style-type: none"> <li>listen to a presentation on food preferences from a digital device and answer the questions in groups</li> <li>conduct a conversation in pairs using vocabularies related to food</li> </ul>	How can you enhance your speaking skill?

	<i>relation to foods.</i>	given context confidently, c) develop interest in pronouncing words correctly.	preferences e.g <i>I like rice than ugali, I don't like chips</i> • use appropriate pronunciation and intonation in asking and answering questions	
<b>Core competencies:</b>				
<b>Communication and collaboration:</b> The skill of speaking clearly is enhanced as learner listens actively to show understanding of a particular text.				
<b>Self-efficacy:</b> as learners enjoys using appropriate pronunciation and intonation in asking and answering questions.				
<b>Values:</b>				
<b>Unity:</b> As learners display team spirit while working in groups.				
<b>Pertinent and contemporary issues:</b>				
<b>Economic resources:</b> As learners appreciate the value of different mealtimes.				
<b>Link to other subjects:</b> Learner relates this concept about meals as taught in English.				

<b>Theme 7: BODY PARTS</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(S)</b>
<b>1.0 LISTENING and SPEAKING</b>	<b>1.1 Phonological awareness 1.2 Imitative speaking</b>	By the end of the sub strand, the learner should be able to: a) use appropriate pronunciation and intonation in asking and	Learner is guided to: • practice pronouncing words while focusing on makhariju huruf (phonetics) in pairs	How do you take care of your body?

	<p>Grooming</p> <p>E.g I brush my teeth /comb hair/wash hands</p>	<p>answering questions,</p> <p>b) respond to given instructions correctly,</p> <p>c) generate ideas on a given presentation.</p>	<ul style="list-style-type: none"> <li>• sing a song on body parts.</li> <li>• take turns to talk about how different parts of the body is taken care of in pairs</li> <li>• listen to simple instructions on how to take care of the body and act in response in pairs</li> </ul>	
<p><b>Core competencies:</b></p>				
<p><b>Communication and collaboration:</b> The skill of speaking clearly is enhanced as learner listens actively to show understanding of a particular text.</p>				
<p><b>Self-efficacy:</b> as learners enjoys using appropriate pronunciation and intonation in asking and answering questions.</p>				
<p><b>Values:</b></p>				
<p><b>Unity:</b> As learners display team spirit while working in groups.</p>				
<p><b>Pertinent and contemporary issues:</b></p>				
<p><b>Health education:</b> As learners acquires knowledge and skills on how to take care of the body.</p>				
<p><b>Link to other subjects:</b> Learner relates this concept about my body as taught in science and technology.</p>				



<b>Theme 8: WEATHER AND ENVIRONMENT</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(S)</b>
<b>1.0 LISTENING and SPEAKING</b>	<b>1.1 Phonological awareness</b> <b>1.2 Imitative speaking</b>  <i>Simple description of weather conditions in relation to a place</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 speaking skills.	Learner is guided to: <ul style="list-style-type: none"> <li>listen keenly to a presentation on weather conditions and answer questions in groups</li> <li>carry out simple conversation on weather conditions in groups</li> <li>use appropriate pronunciation and intonation in asking and answering questions on weather patterns</li> </ul>	How can we take care of our immediate environment?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li><b>Communication and collaboration:</b> The listening skill is enhanced as learner listen keenly and actively to show understanding of a particular text.</li> <li><b>Self-efficacy:</b> As learners use appropriate pronunciation and intonation in asking and answering.</li> </ul>				
<b>Values:</b> <b>Peace:</b> As learners show patience and tolerate while working in groups.				
<b>Pertinent and contemporary issues:</b>				

**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)
<b>1.0 Listening and Speaking</b>	<b>1.1 Listening for gist</b> <b>1.2 Imitative speaking</b>  <i>Locating others/item/areas in school; (where is) – library, canteen, washrooms, staffroom, - next to, opposite, in front, near</i>	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, b) speak clearly using appropriate tone and pronunciation, c) appreciate speaking skills to convey information accurately.	Learner is guided to: <ul style="list-style-type: none"> <li>engage in conversation using appropriate vocabulary about the school in groups</li> <li>listen to an audio presentation on locating common places in the school attentively and repeat what the presenter is saying correctly</li> <li>make sentences using vocabularies related to school.</li> <li>Watch a video about areas in the and use the correct vocabulary to locate them in groups.</li> </ul>	How can you improve your speaking skill?
<b>Core competencies:</b>  <b>Communication and collaboration:</b> Learner develops listening skill while listening keenly and actively to a short presentation and answer questions orally				

<b>Digital literacy:</b> As learner interacts with digital devices by watch a video clip.
<b>Values:</b>
<b>Respect:</b> As learner shows positive regard for self and others while working in groups
<b>Pertinent and contemporary issues:</b>
<b>Health promotion:</b> As learner appreciate items in the classroom and practice habits of safety and care
<b>Link to other subject:</b> learner is able to relate this concept about classroom items as it is covered in English and Kiswahili.

### Assessment rubrics for listening and speaking

<b>Indicators</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Ability to use vocabulary and expressions to probe and engage in oral interactions</b>	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

<b>Ability to maintain correct spoken language patterns (pronunciation, intonation, rhythm and pacing) in oral expression</b>	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. Makes successful attempts at using colloquial and idiomatic expressions.	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. Communication is clear and fluid.	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time in oral expression. Makes a few errors at times that may interfere with communication	The learner maintains correct pronunciation, intonation, rhythm and pacing on rare occasions in oral expression. Makes many errors most of the time that interfere with communication
<b>Ability to respond to questions and prompts to show comprehension and engagement in oral interactions</b>	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
<b>Ability to employ gestures and facial expressions to</b>	The learner employs adequate gestures and facial expressions in oral expressions	The learner employs adequate gestures and facial expressions to complement oral	The learner employs some gestures and facial expressions to complement oral expressions when	The learner employs a few gestures and facial expressions to complement oral

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

<b>THEME 1: GREETINGS AND INTRODUCTION</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.1 Reading aloud</b>  <b>2.2 Guided reading</b>  <b>Basic greetings and introduction</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognize signs (harakat) in in word and phrases to maintain accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning.</li> <li>b) read simple sentences in a given context,</li> <li>c) develop interest in reading Arabic</li> </ol>	Learner is guided to: <ul style="list-style-type: none"> <li>• read Arabic words using the correct signs (harakat) from a given display in groups</li> <li>• read simple sentences on greetings and self-introduction in groups</li> <li>• practice reading from variety of texts at home</li> </ul>	Why is greeting important in the society?

		words.		
<b>Core competencies:</b>				
<ul style="list-style-type: none"> <li>• <b>Self-efficacy:</b> As learner reads simple sentences from a given texts confidently.</li> <li>• <b>Learning to learn:</b> As learner practice reading from variety of texts.</li> </ul>				
<b>Values:</b>				
<b>Responsibility:</b> As learner engages in assigned duties of reading sentences.				
<b>Pertinent and contemporary issues:</b>				
<b>Citizenship:</b> As learners accommodate and show kindness to each other as they work in groups.				
<b>Link to other subjects:</b> learner is able to link greetings and introductions that is also covered in English.				

<b>THEME 2: FAMILY</b>				
<b>STRAND</b>	<b>SUB STRAND</b>	<b>SPECIFIC LEARNING OUTCOMES</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>KEY INQUIRY QUESTION(S)</b>
<b>2.0 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>Nuclear family</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>use simple strategies to read words in printed texts,</li> <li>read short sentences and phrases about the family loudly and with confidence,</li> <li>appreciate reading strategies to acquire reading skills.</li> </ol>	Learner is guided to: <ul style="list-style-type: none"> <li>• read simple sentences in a text while observing the signs (harakat) in pairs.</li> <li>• take-turn reading simple sentences about immediate family members in a given text.</li> <li>• compete in rearranging words to form meaningful sentences</li> </ul>	How can you show love to your family members?

<b>Core competencies</b>				
<b>Self-efficacy:</b> As learner reads simple sentences from a given texts confidently				
<b>Critical thinking and problem solving:</b> The reflective skill is enhanced as learners rearrange words to create meaningful sentences				
<b>Values:</b>				
<b>Responsibility:</b> As Learner engages in assigned duties of rearranging words to form meaningful sentences.				
<b>Pertinent and contemporary issues</b>				
<b>Citizenship:</b> As learners accommodate and show kindness to each other as they work in groups.				
<b>Link to other subjects:</b> Learning family will build on the concept of family covered in social studies.				

<b>THEME 3: MY SURROUNDING</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(S)</b>
<b>2.0 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>My School</i>  <i>Facilities in the school</i> <i>Saying where you are going</i>	By the end of the sub strand, the learner should be able to: a) read short and simple sentences fluently, b) use acquired vocabularies for proper communication, c) develop interest in reading Arabic for pleasure and understanding.	Learner is guided to: <ul style="list-style-type: none"> <li>• read aloud short text on my school in groups</li> <li>• compete in reading words with nunations (tanween) in pairs.</li> <li>• identify school property from a digital device in groups</li> </ul>	Why is it important to read correctly?



	<i>N/B: At most 10 location</i>			
<b>Core competencies:</b> <b>Core competencies:</b> <b>Communication and collaboration:</b> Learner display team work he/she reads aloud with others. <b>Self-efficacy:</b> as learners know more about their school environment.				
<b>Values:</b> <b>Unity:</b> As learners display team spirit while competing in reading activities				
<b>Pertinent and contemporary issues:</b> <b>Economic resources:</b> As learner takes care of the school property				
<b>Link to other subject:</b> Learners relates the concept of classroom as covered in English language				

<b>THEME 4: TIME</b>				
<b>STRAND</b>	<b>SUB STRAND</b>	<b>SPECIFIC LEARNING OUTCOMES</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>KEY INQUIRY QUESTION(S)</b>
<b>2.0 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>Months of the year</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"> <li>engage in reading short sentences at a reasonable pace on months of the year in pairs</li> <li>read simple sentences on months of the year while focusing on shaddah in</li> </ul>	How can you improve your reading skills?

			group <ul style="list-style-type: none"> <li>• read level appropriate text independently during free time.</li> </ul>	
<b>Core competencies:</b>				
<b>Communication and collaboration:</b> The reading skill is enhanced as learner engages in reading short sentence.				
<b>Values:</b>				
<b>Unity:</b> as learners display team spirit while working together				
<b>Pertinent and contemporary issues:</b>				
<b>Citizenship:</b> as learners practice time management skills when talking about months of the year				
<b>Link to other subject:</b> learning this concept will enhance understanding in months of the year as covered in English				

<b>THEME 5: FUN AND ENJOYMENT</b>				
<b>STRAND</b>	<b>SUB STRAND</b>	<b>SPECIFIC LEARNING OUTCOMES</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>KEY INQUIRY QUESTION(S)</b>
<b>2.0 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>sports and games</i>  <i>Express general likes and dislikes)</i> <i>I like / love</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify familiar words from a given text,</li> <li>read a short passage with proper intonation and stress confidently with appropriate speed,</li> <li>develop interest in reading Arabic texts.</li> </ol>	Learner is guided to: <ul style="list-style-type: none"> <li>• read short familiar texts on sports and games aloud while focusing on long vowels (madda) in pairs</li> <li>• read a given passage and identify long vowels in pairs</li> <li>• participate in a reading competition for enjoyment and leisure in groups</li> </ul>	How do you spend your free time?

	<i>I don't like / love</i>		<ul style="list-style-type: none"> <li>read independently Arabic materials during their free time at home</li> </ul>	
<b>Core competencies:</b> <b>Critical thinking and problem solving:</b> As learner develops speed reading skills as learner reads a given passage. <b>Self-efficacy:</b> As learner independently reads Arabic materials during their free time.				
<b>Values:</b> <b>Unity:</b> as learners display team spirit while competing in reading activities				
<b>Pertinent and contemporary issues:</b> <b>Citizenship:</b> As learners talk about sports and games				
<b>Link to other subject:</b> learning this concept will enhance understanding about sports and games in physical health education				

<b>THEME 6: FOOD AND DRINK</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(S)</b>
<b>2.0 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b> <i>Food preferences</i> <i>Describing the food one likes/dislikes in relation to foods.</i>	By the end of the sub strand the learner should be able to: a) identify familiar phrases from given text, b) read texts with good pace and accuracy c) develop interest in reading Arabic texts.	Learner is guided to: <ul style="list-style-type: none"> <li>read short texts aloud with the appropriate pace, accuracy and expression on food preference in groups</li> <li>read and derive meaning from simple sentences on food preferences in groups</li> <li>read level appropriate text</li> </ul>	How can you increase your speed reading skill?

			independently during free time	
<b>Core competencies:</b>				
<b>Critical thinking and problem solving:</b> The skill of inference is developed as Learner read and derive meaning from a particular text				
<b>Values:</b>				
<b>Unity:</b> As learners display team spirit while competing in reading activities				
<b>Pertinent and contemporary issues:</b>				
<b>Economic resources:</b> as learners appreciate the value of different mealtimes during the day				
<b>Link to other subjects:</b> learning this concept will enhance understanding food and drinks as taught in science and technology.				

<b>THEME 7: BODY PARTS</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>Grooming</i>  <i>Eg I brush my teeth /comb hair/wash 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	Learner is guided to: <ul style="list-style-type: none"> <li>• read aloud texts about the parts of body in pairs</li> <li>• read a given short passages and identify familiar phrases about caring for the body in pairs</li> <li>• describe grooming of different parts of the body through picture reading</li> </ul>	Why is reading important?

		correct pronunciation.	from a digital device in pairs	
<ul style="list-style-type: none"> <li>engage in reading activities for pleasure and understanding at home</li> </ul>				
<b>Core competencies:</b>				
<ul style="list-style-type: none"> <li><b>digital literacy:</b> As learner interacts with the digital devices through picture reading.</li> <li><b>Learning to learn:</b> As learners engage in reading activities for pleasure and understanding at home independently</li> </ul>				
<b>Values:</b>				
<b>Responsibility:</b> as learners use and take care of digital devices as expected				
<b>Pertinent and contemporary issues:</b>				
<b>Health promotion:</b> learner appreciate body parts and practice habits of good hygiene				
<b>Link to other subject:</b> learning this concept will enhance understanding about body parts as it is covered in integrated science				

<b>THEME 8: WEATHER AND ENVIRONMENT</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(S)</b>
<b>2.0 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>Locating others/item/areas in school; (where is) – library, canteen,</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	Learner is guided to: <ul style="list-style-type: none"> <li>practice reading short passages from digital devices or any other reading materials with appropriate speed in pairs</li> <li>recite poems about weather</li> </ul>	How can we take care of our immediate environment?

	<i>washrooms, staffroom, - next to, opposite, in front, near</i>	information, c) develop interest in reading short Arabic texts.	conditions in groups • take turns participating in speed reading in groups.	
<b>Core competencies:</b>				
<b>Learning to learn:</b> As learner practice reading short passages with appropriate speed.				
<b>Self-efficacy:</b> As learners take turns participating in speed reading.				
<b>Values:</b>				
<b>Unity:</b> As learners display team spirit while competing in reading activities.				
<b>Pertinent and contemporary issues:</b>				
<b>Health issues:</b> As the learner appreciate the weather and is able to clean his/her immediate environment				
<b>Link to other subjects:</b> learning this concept will enhance understanding about weather and environment as taught in integrated science				

<b>THEME 9: GETTING AROUND</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(S)</b>
<b>2.0 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>Locating places in school</i>	By the end of the sub strand, the learner should be able to: a) reads texts with proper intonation and pronunciation, b) demonstrate comprehension reading	Learner is guided to: • read aloud text on locating places the school in groups and talk about it • assist each other in reading simple sentences and identifying locations of places in the school	Why do we need to keep school facilities safe?

		simple texts, c) develop a positive attitude towards reading.	<ul style="list-style-type: none"> <li>participate in reading circles by reading aloud texts on locating places in the school in groups</li> </ul>	
<b>Core competencies</b>				
<b>Core competencies:</b> <b>Communication and collaboration:</b> As learner reads aloud text on school facilities from a particular text. <b>Self-efficacy:</b> As learners know more about their school compound.				
<b>Values:</b> <b>Unity:</b> As learners display team spirit while competing in reading activities.				
<b>Pertinent and contemporary issues:</b> <b>Health promotion:</b> As learner appreciate school facilities and practice habits of safety and care.				
<b>Link to other subject:</b> Learning this concept will enhance understanding about school facilities as it is covered in English				

### 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.	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	The learner makes many errors of pronunciation of words in simple texts on familiar topics. Errors

	Makes no errors of pronunciation even for texts on unfamiliar topics.		to convey the intended meaning.	greatly hamper the ability to convey the intended meaning.
Ability to read with fluency (smoothness, pace, pauses and intonation)	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes no errors at all even in texts on unfamiliar topics.	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors in texts on unfamiliar topics and auto-corrects self in the few errors made.	The learner reads simple texts with natural and smooth flow and at an appropriate pace through most parts of the texts. Pays attention to most of the punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes many errors in texts on unfamiliar topics and is unable to auto-corrects self.	The learner reads simple texts with stilted and choppy flow through most parts of the texts. Pays attention to very few punctuations as pauses and intonation are misplaced.
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	The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to	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	The learner interprets few questions in context and gives correct answers to a few of them. Vocabulary used in giving responses to



	questions.	questions.	sufficient.	questions is very limited but insufficient.
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<b>THEME 1: GREETINGS AND INTRODUCTION</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.1 Guided writing</b> <i>Basic greetings and introduction assalam aleikum , good morning, afternoon &amp; evening + own name &amp; age, and friend's)</i>	By the end of the sub strand, the learner should be able to: a) write words and phrases correctly, b) copy variety of words and sentences accurately, c) develop interest in writing Arabic.	Learners is guided to: <ul style="list-style-type: none"> <li>• write words with correct signs (harakat)</li> <li>• write simple sentences on greeting and introduction to express their feelings in small groups</li> <li>• copy the Arabic greetings phrases in groups</li> <li>• practice greetings with peers and parents</li> </ul>	Why is greeting important in the society?

<p><b>Core competencies:</b></p> <p><b>Creativity and imagination:</b> As learner write simple sentences to express their feelings.</p> <p><b>Self-efficacy:</b> As learner practice greetings with peers and parents.</p> <p><b>Values:</b></p> <p><b>Unity:</b> As learner cooperate with other to achieve common goal.</p> <p><b>Pertinent and contemporary issues:</b></p> <p><b>Gender issues:</b> Learners appreciate own and opposite gender while working in groups or pairs.</p> <p><b>Link to other subjects:</b> learner link greetings and introductions that is also covered in English.</p>
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<b>THEME 2: FAMILY</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<p><b>3.1 Guided writing</b></p> <p><i>Nuclear family; name and age</i></p> <p><i>(How old ?)</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>write Arabic words correctly,</li> <li>write short sentences from a given context ,</li> <li>develop interest in writing Arabic.</li> </ol>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>place the correct signs (harakat) in in given words related to family members</li> <li>copy sentences about family members from a given display in pairs</li> <li>Play scrabble games forming simple Arabic words related to family members in</li> </ul>	<p>How can you develop a good handwriting?</p>

			groups. • model the Arabic signs from locally available materials and present in class in groups	
<b>Core competencies:</b> <b>Critical thinking and problem solving:</b> The skill of reflection is improved as learners play scrabble games forming simple Arabic.				
<b>Values:</b> <b>Responsibility:</b> as learner model the Arabic signs from locally available materials and present in class				
<b>Pertinent and contemporary issues:</b> <b>Citizenship:</b> learners accommodate and show kindness to each other as they work in groups				
<b>Link to other subjects:</b> Learning family will build on the concept of family covered in social studies				

<b>THEME 3: MY SURROUNDING</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.1 Guided writing</b> <b>My School</b>  Facilities in the school <i>Saying where you are going</i>	By the end of the sub strand the learner should be able to: a) construct simple sentences on a given context correctly, b) use basic descriptive words in writing simple sentence,	Learner is guided to: • complete sentences with words related to school property • work in pairs to write simple sentences, describing school property. e.g	How do you take care of school property?

	N/B: At most 10 locations	c) appreciate the skill of writing for effective communication.	<i>the office is closed today, the library is big.</i>	
<b>Core competencies:</b>				
<b>Creativity and imagination:</b> as learners write simple sentences describing school property				
<b>Values:</b>				
Responsibility: as learner is engaged in assigned duties in writing simple sentences				
<b>Pertinent and contemporary issues:</b> citizenship: learners accommodate and show kindness to each other as they work in groups				
<b>Link to other subjects:</b> Learning school property will build on the concept as covered in social studies.				

<b>THEME 4: TIME</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.1 Guided writing</b>  <i>Months of the year</i>  <i>Mentioning and sequencing of months of the year</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	Learner is guided to: <ul style="list-style-type: none"> <li>work in groups in creating sentences from a given substitution table about months of the year</li> <li>compete rearranging jumbled parts of sentences to make meaningful texts on months of the year in groups</li> </ul>	Why is it good to write legibly?

	<i>Relating months of the year to seasonal events school holidays, /EID</i>	communication.	<ul style="list-style-type: none"> <li>• fill in sentences using the correct words in pairs</li> <li>• develop chart showing months of the year and fix it on the class wall in groups</li> </ul>	
<b>Core competencies:</b>				
<b>Critical thinking and problem solving:</b> Reflective skill is enhanced as learners write simple sentences about months of the year				
<b>Creativity and imagination:</b> The organization skill is improved as learner develops chart showing months of the year and fix in the class wall.				
<b>Values:</b>				
<b>Responsibility:</b> as learner is engaged in assigned duties in writing simple sentences				
<b>Pertinent and contemporary issues:</b>				
<b>Citizenship:</b> learners accommodate and show kindness to each other as they work in groups				
<b>Link to other subjects:</b> learning this concept will enhance understanding in months of the year as covered in English.				

<b>THEME 5: FUN AND ENJOYMENT</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.1 Guided writing</b>  <i>Games and sport</i>	By the end of the Sub Strand, the learner should be able to: a) create short personal and imaginative writings to express feeling and ideas, b) construct simple	Learner is guided to: <ul style="list-style-type: none"> <li>• write accurately simple sentences about sports and games in pairs</li> <li>• compete rearranging jumbled parts of sentences</li> </ul>	How can you develop a good handwriting?

		sentences using arrange of acquire vocabulary correctly, c) appreciate different Arabic writing styles.	to make meaningful texts on sports and games in groups • use substitution table to form meaningful sentences in groups	
<b>Core competencies:</b>				
<b>Critical thinking and problem solving:</b> The skill of analyzing is developed learners use substitution table to form meaningful sentences.				
<b>Communication and collaboration:</b> The skill of writing clearly is enhanced as learner writes accurately simple sentences about sports and games in pairs.				
<b>Values:</b>				
<b>Responsibility:</b> as learner is engaged in assigned duties in writing simple sentences.				
<b>Pertinent and contemporary issues:</b>				
<b>Citizenship:</b> as learners talk about sports and games of their preferences.				
<b>Link to other subject:</b> learner is able to relate this concept about sports and games as taught in physical health education.				

<b>THEME 6: FOOD AND DRINKS</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.1 Guided writing</b>  <i>Food preferences</i> <i>Describing the food one</i>	By the end of the sub strand, the learner should be able to: a) construct simple sentences correctly, b) use basic descriptive words	Learner is guided to: • practice writing simple sentences on food preference legibly and correctly in pairs • copy sentences, paying	How can you improve your writing skills?

	<i>likes/dislikes in relation to foods</i>	in writing simple sentence, c) appreciate the skill of writing for effective communication.	attention to spacing of words in the sentence and display their work <ul style="list-style-type: none"> <li>• use jumble up the sentences to making up sensible paragraph in pairs</li> </ul>	
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Critical thinking and problem solving:</b> The analyzing is developed as learners use jumble up the sentences to making up sensible paragraph in pairs.</li> <li>• <b>Learning to learn:</b> As learners copy sentences, paying attention to spacing of words in the sentence and display their work in class for peer review.</li> </ul>				
<b>Values:</b> <b>Unity:</b> As learners display team spirit while competing in reading activities.				
<b>Pertinent and contemporary issues:</b> <b>Economic resources:</b> As learners appreciate the value of food and drinks for human being.				
<b>Link to other subjects:</b> Learner is able to relate this concept to enhance understanding about food and drinks as taught in science and technology.				

<b>THEME 7: BODY PARTS</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.1 Guided writing</b>  <i>Grooming</i>	By the end of the Sub Strand, the learner should be able to: a) construct simple sentences to express	Learner is guided to: <ul style="list-style-type: none"> <li>• write words and simple sentences through dictation.</li> <li>• form sentences using acquired</li> </ul>	What ways do we take care of your body?

	<i>Eg I brush my teeth /comb hair/wash hands</i>	feeling using acquired vocabulary, b) write sentences from given words correctly, c) develop interest in artistic expression through writing.	words on my body. E.g., <i>I brush my teeth every morning.</i> • compete rearranging jumbled parts of sentences to make meaningful texts on my body parts in groups	
<b>Core competencies:</b> <b>Critical thinking and problem solving:</b> The skill of analyzing is enhanced as learners rearranging jumbled parts of sentences to make meaningful texts on my body parts.				
<b>Values:</b> <b>Responsibility:</b> as learner is engaged in assigned duties in writing simple sentences				
<b>Pertinent and contemporary issues:</b> <b>Health promotion:</b> As learner appreciate body parts and practice habits of good hygiene.				
<b>Link to other subject:</b> Learner is able to link this concept to enhance understanding about body parts as it is covered in science and technology.				

<b>THEME 8: WEATHER AND ENVIRONMENT</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.1 Guided writing</b>  <i>Simple description of weather</i>	By the end of the sub strand, the learner should be able to: a) construct simple sentences correctly, b) use basic descriptive	Learner is guided to: • write very simple descriptions about weather conditions using short phrases/sentences	How do weather patterns affect our daily life?



	<i>conditions in relation to a place</i>	words in writing simple sentence, c) appreciate the skills of writing for effective communication.	<ul style="list-style-type: none"> <li>• compete in writing simple sentences on weather conditions with speed and neatness</li> <li>• write one paragraph on weather conditions</li> </ul>	
<p><b>Core competencies:</b>  <b>Creativity and imagination:</b> The skill of reflection is improved as learner writes very simple descriptions about weather patterns.  <b>Self-efficacy:</b> As learner writes simple sentences with speed and neatness.</p>				
<p><b>Values:</b>  <b>Responsibility:</b> As learner performs the assigned duties as expected</p>				
<p><b>Pertinent and contemporary issues:</b>  <b>Health issues:</b> as the learner appreciate the weather and is able to clean his/her immediate environment</p>				
<p><b>Link to other subjects:</b> learning this concept will enhance understanding about weather and environment as taught in integrated science.</p>				

<b>THEME 9: GETTING AROUND</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.1 Guided writing</b>  <i>Locating others/item/areas in school; (where is) –</i>	By the end of the sub strand, the learner should be able to: a) create sentences using acquired	Learner is guided to: <ul style="list-style-type: none"> <li>• form simple sentences using substitution table in groups</li> <li>• rearranging words to make meaningful sentences about</li> </ul>	How do we take care of our school facilities?

	<i>library, canteen, washrooms, staffroom,  - next to, opposite, in front, near</i>	vocabularies and phrases b) construct simple sentences to express ideas or describe items, c) develop positive attitude towards writing Arabic.	locating school facilities. <ul style="list-style-type: none"> <li>• think-pair-share write simple sentences on describing school facilities from display of pictures in groups</li> <li>• practice copying paragraphs legibly and correctly during free times.</li> </ul>	
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Critical thinking and problem solving:</b> The reflective skill is enhanced as learners rearranging words to make meaningful sentences</li> <li>• <b>Communication and collaboration:</b> The skill of writing clearly is improved as learners write simple sentences on classroom items from display of pictures.</li> </ul>				
<b>Values:</b> <b>Responsibility:</b> as learner is engaged in assigned duties in writing simple sentences				
<b>Pertinent and contemporary issues:</b> <b>Health promotion:</b> As learner appreciate school facilities and practice habits of safety and care.				
<b>Link to other subject:</b> learner is able to relate this concept to enhance understanding about school facilities as it is covered in English.				

### Assessment rubrics for writing

<b>Indicators</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Ability to write clear and readable texts</b>	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.
<b>Organization</b>	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end.  Makes smooth	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.

	transitions between ideas.			
<b>Vocabulary</b>	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.

DRAFT

## **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