



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

# **JUNIOR SCHOOL CURRICULUM DESIGN**

## **ARABIC**

### **GRADE 7**

First published 2023

Revised 2024

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**ISBN:**

Published and printed by Kenya Institute of Curriculum Development

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## **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. Education's paramount duty is to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect that 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 necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernisation. Education should assist our youth in adapting to this change.

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

Education in Kenya should produce citizens with the skills, knowledge, expertise, and personal qualities required to support a growing economy. Kenya is building up a modern and independent economy that needs 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, especially in the developed world. We can only be part of this development if our education system focuses on the knowledge, skills, and attitudes that will prepare our young people for these changing global trends.

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

Education should provide opportunities for the fullest development of individual talents and personalities. 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 grow into self-disciplined, self-reliant, and integrated citizens.

**5. Promote social equality and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities. 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 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 in this international community with all the obligations, 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 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.

## **LEVEL LEARNING OUTCOMES**

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

## **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

## **GENERAL LEARNING OUTCOMES**

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

- a) apply literacy, numeracy skills and logical thinking appropriately in self-expression,
- b) communicate effectively in diverse contexts,
- c) apply digital literacy skills appropriately for communication and learning in day-to-day life,
- d) practise hygiene, appropriate sanitation and nutrition to promote health,
- e) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
- f) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
- g) demonstrate social skills, spiritual and moral values for peaceful co-existence,
- h) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
- i) manage pertinent and contemporary issues in society effectively.

## STRAND 1.0: LISTENING AND SPEAKING

THEME 1: GREETINGS AND INTRODUCTION				
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>	By the end of the Sub Strand the learner should be able to: a) identify the main idea in a spoken text, b) respond to simple questions on greetings and introduce for self and others, c) develop interest in learning the Arabic words.	Learner is guided to: <ul style="list-style-type: none"> <li>listen to an audio recording on greetings and introduction and answer questions in pairs <i>e.g where do you live?</i> (أين تسكن؟) <i>What is your friend's name?</i> (ما اسم صديقك؟)</li> <li>role playing on greetings with difference gender in pairs.</li> </ul>	What is the importance of greeting one another?
	<b>1.2 Imitative speaking</b>			
<p><i>Basic greetings; Forms of greeting i.e own name and age, where they live and friend's</i></p>				
<p><b>Core competencies:</b></p> <ul style="list-style-type: none"> <li><b>Critical thinking and problem solving:</b> Active listening and communication skills enhances as they listen to an audio recording on greetings and introduction and answer questions in pairs.</li> <li><b>Self-efficacy:</b> Self-awareness skills portrays as they role play on greetings with difference gender in pairs.</li> </ul>				
<p><b>Values:</b> <b>Respect:</b> As learners interacts and engage with others peacefully.</p>				
<p><b>Pertinent and contemporary issues:</b> <b>Gender issues:</b> As learners role playing on greetings with difference gender in pairs.</p>				
<p><b>Link to other subjects:</b> The learner is able to relate the concept on greetings and introduction for social cohesion in English and Kiswahili.</p>				

<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>1.1 Listening and Speaking</b>	<b>1.1 Listening for gist</b> <b>1.2 Imitative speaking</b>  <i>Nuclear family; i.e name, age and profession.</i>	By the end of the sub strand, the learner should be able to: a) respond to phrases and instructions appropriately, b) speak using appropriate intonation, stress and pronunciation, c) appreciate the roles of immediate family members.	Learner is guided to: <ul style="list-style-type: none"> <li>• listen and respond confidently to simple questions about nuclear family <i>i.e name, age profession</i></li> <li>• listen to and retell short stories about responsibility of family in groups</li> <li>• talk about their immediate family members in groups with other gender <i>e.g where does your parents work?</i></li> </ul>	Why is it good to pronounce words correctly?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> Active listening and communication skills enhances as learners talk about their immediate family members in groups</li> <li>• <b>Self-efficacy:</b> Self-awareness skills portrays as learner confidently expresses himselfherself while talking about his immediate family members.</li> </ul>				
<b>Values:</b> <b>Integrity:</b> As learners portrays honesty while answering simple questions on family members.				

**Pertinent and contemporary issues:**

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

**Link to other subjects:** The learner is able to relate the concept of family as covered in Social Studies.

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<b>THEME 3: MY SURROUNDINGS</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>1.2 Listening and Speaking</b>	<b>1.1 Listening for gist</b> <b>1.2 Imitative speaking</b>  <i>The market;</i> <i>Places where we buy things</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>speak using appropriate intonation, stress and pronunciation,</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 the market and answers questions in pairs</li> <li>participate in short conversations related to the market in groups</li> <li>listen attentively to audio recordings on vocabulary related to market and pronouncing them correctly in pair</li> <li>engage in dialogue on areas of their interest about the market</li> </ul>	How can you improve your listening skills?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li><b>Communication and collaboration:</b> Active listening and communication skills enhances as learners participate in conversations related to market.</li> <li><b>Critical thinking and Problem solving:</b> Decision making skills portrays as learners listen to audio-visual recordings on market and answer questions.</li> </ul>				
<b>Values:</b> <b>Respect:</b> As learners appreciate diverse opinions while participating in conversations.				
<b>Pertinent and contemporary issues:</b> <b>Economic resources:</b> As learners identify things found in the markets that are properly used.				

**Link to other subjects:** The learner is able to relate the concept of market as covered in Pre-Technical 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>1.3 Listening and Speaking</b>	<b>1.1 Listening for gist</b> <b>1.2 Imitative speaking</b>  <i>Important dates such as birth, festivities and holidays</i>	By the end of the Sub Strand, the learner should be able to: a) identify key ideas from spoken text on familiar context, b) use acquired phrases and sentences to express opinion, feelings and thoughts. c) generate ideas on a given presentation.	Learner is guided to: <ul style="list-style-type: none"> <li>• listen attentively to presentation on important dates and practice pronouncing them in groups</li> <li>• listen to an audio presentation important dates answer questions in groups</li> <li>• Make oral presentation using simple sentences on important dates in pairs <i>i.e birthday, Eid, Holidays</i></li> </ul>	Why do we celebrate important dates?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> Listening skills enhances as learner makes presentation using simple sentences on important dates in pairs.</li> <li>• <b>Critical thinking and Problem solving:</b> Active listening and communication skills develop as learners listen to an audio presentation on important dates and answer questions.</li> </ul>				
<b>Values:</b> <b>Respect:</b> As learner shows positive regard for self and others while working in groups.				

**Pertinent and contemporary issues:**

**Citizenship:** As learners practise time management skills when talking about important dates.

**Link to other subject:** The learner is able to relate the concept on important dates as covered in English.

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<b>THEME 5: FUN AND ENJOYEMENT</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>1.4 Listening and Speaking</b>	<b>1.1 Listening for gist</b> <b>1.2 Imitative speaking</b>  <i>When do you undertake the fun and enjoyment ?</i>	By the end of the Sub Strand, the learner should be able to: a) listen to arrange of aural text actively to infer information, 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 an audible presentation about leisure time and answer questions in small groups</li> <li>• listen and act out conversation on leisure time in groups</li> <li>• engage in a dialogue about leisure time in groups</li> </ul>	How do you use your free time?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> Listening skills enhances as learners engage in a dialogue about leisure time in groups.</li> <li>• <b>Creativity and imagination:</b> Self-expression skill portrays as learners listen and act out conversation on leisure time.</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 talk about their leisure time.				
<b>Link to other subject:</b> The learner is able to relate the concept about leisure time as taught in English.				

<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>1.5 Listening and Speaking</b>	<b>1.1 Listening for gist</b> <b>1.2 Imitative speaking</b>  <i>different shops for foods</i>	By the end of the Sub Strand, the learner should be able to: a) use a wide variety of words to describe different situations and events, b) pronounce words from given context confidently, c) develop interest pronouncing words correctly.	Learner is guided to: <ul style="list-style-type: none"> <li>engage in collaborative conversation talking about prices of different items from a given display of price list in groups.</li> <li>identify the importance of the places mentioned above</li> <li>role-play shopping dialogue Some take the role of shop assistants and the others as customers in groups</li> <li>use appropriate pronunciation and intonation in asking and answering questions</li> </ul>	What are the different types of shops found in your locality?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li><b>Communication and collaboration:</b> Listening skills portrays as learners actively participate in sharing their ideas, engage in conversation with others by listening to and learning from others.</li> <li><b>Self-efficacy:</b> Confident skills portrays as learners conduct a conversation in pairs using vocabularies related to shopping.</li> </ul>				
<b>Values:</b> <b>Peace:</b> As learners work peacefully with others with an attitude of tolerance and collaboration.				
<b>Pertinent and contemporary issues:</b> <b>Economic resources:</b> As learners recognize and appreciate different things found in the market.				

<b>Link to other subjects:</b> The learner is able to relate the concept on shopping as taught in Pre-Technical Studies.				
<b>THEME 7: MY BODY</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>1.6 Listening and Speaking</b>	<b>1.1 Listening for gist</b> <b>1.2 Imitative speaking</b>  <i>Describing people according to their physical attributes</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) use variety of words to describe different situations and events, c) generate ideas on a given presentation.	Learner is guided to: <ul style="list-style-type: none"> <li>• practice pronouncing vocabulary on physical appearance in pairs</li> <li>• observe different pictures from a given display and describe the appearances of the people in the pictures in groups.</li> <li>• take turns to talk about their friend or family members in pairs</li> </ul>	How can you improve your listening skills?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> Speaking skills portrays as learners speak clearly and effectively describing other people.</li> <li>• <b>Creativity and imagination:</b> Decision making skills develops as learner undertakes the task of describing situation and objects creatively.</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>Health promotion:</b> As learners appreciate their physical appearance and practice habits of good hygiene.				
<b>Link to other subject:</b> The learner is able to relate the concept on physical appearance as it is covered in Creative Arts and Sports.				

<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>1.7 Listening and Speaking</b>	<b>1.1 Listening for gist</b> <b>1.2 Imitative speaking</b>  <i>The four seasons - winter, spring, summer, autumn</i>  <i>relating seasons of the year to months, weather patterns and clothing</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) respond to simple questions correctly,</li> <li>b) use appropriate pronunciation and intonation to express ideas and feeling,</li> <li>c) develop interest in speaking skills.</li> </ol>	Learner is guided to: <ul style="list-style-type: none"> <li>• watch a video presentation and identify weather in groups</li> <li>• carry out simple conversation on weather seasons in groups</li> <li>• use appropriate pronunciation and intonation in asking and answering on weather seasons</li> </ul>	How does change of seasons affect our daily activities?
<b>Core competencies:</b> <b>Communication and collaboration:</b> Listening skills develops as learner watch keenly and actively to show understanding of a particular text.				
<b>Values:</b> <b>Peace:</b> As learners show patience and tolerance while working in groups.				
<b>Pertinent and contemporary issues:</b> <b>Health issues:</b> As learner appreciates the weather and is able to clean his/her immediate environment.				
<b>Link to other subjects:</b> The learner is able to relate the concept 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>1.8 Listening and Speaking</b>	<b>1.1 Listening for gist</b> <b>1.2 Imitative speaking</b>  <i>Locating different areas and facilities in the locality.</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) use variety of words to describe different situations and events, c) appreciate speaking skills to convey information accurately.	Learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip and answer question on different places in the locality in groups e.g <i>market, school, hospital, mosques</i></li> <li>• describe different places within the locality using related vocabulary in groups</li> <li>• engage in conversation locating different places in the locality in groups</li> </ul>	How can you improve your speaking skill?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> Listening skills develops as learner listen keenly and actively to a short presentation and answer questions orally.</li> <li>• <b>Digital literacy:</b> Interacting with digital technology skills portrays as learner interacts with digital devices by watching a video clips.</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>Health promotion:</b> As learner appreciates different places in the locality and practice habits of safety and care.
<b>Link to other subject:</b> The learner is able to relate the concept on places in locality as it is covered in English.

### Assessment Rubrics for Listening and Speaking Strand.

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to use vocabulary and expressions to probe and engage in oral interactions	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions; attempts to use a variety of vocabulary and expressions synonymous to the targeted ones.	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses some of the targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses very few of the targeted vocabulary and expressions to probe and engage in oral interactions
Ability to maintain correct spoken language patterns (pronunciation, intonation, rhythm and	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. Makes successful attempts at	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression.	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time in oral	The learner maintains correct pronunciation, intonation, rhythm and pacing on rare occasions in oral expression. Makes many errors most of

<p>ping) in oral expression</p>	<p>using colloquial and idiomatic expressions.</p>	<p>Communication is clear and fluid.</p>	<p>expression. Makes a few errors at times that may interfere with communication</p>	<p>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 non-verbal cues to diverse cultural contexts.</p>	<p>The learner employs adequate gestures and facial expressions to complement oral expressions whenever required.</p>	<p>The learner employs some gestures and facial expressions to complement oral expressions when required. A few gestures and facial expressions used do not rhyme with the intended communication</p>	<p>The learner employs a few gestures and facial expressions to complement oral expressions when required. Many of the gestures and facial expressions used do not rhyme with the intended communication</p>

<p>Ability to display willingness to participate in oral interactions</p>	<p>The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings. Encourages others to engage in oral interactions.</p>	<p>The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings.</p>	<p>The learner is at times hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.</p>	<p>The learner is mostly hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.</p>
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## STRAND 2.0: READING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>2.0 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>Basic greetings; Forms of greeting i.e own name and age, where they live and friend's</i>	By the end of the Sub Strand, the learner should be able to: a) differentiate words and phrases according to pronunciation correctly, b) read simple sentences in a given context, c) develop interest in reading Arabic sentences for enjoyment.	Learner is guided to: <ul style="list-style-type: none"> <li>• read words and phrases while underlining <i>huruf shamsiyya and huruf qamariyyah</i> from a given display in groups</li> <li>• read aloud short sentences on greetings and self-introduction in groups</li> <li>• through think-pair-share read and complete simple sentences</li> <li>• practice reading from variety of texts at home.</li> </ul>	Why is greeting important?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Self-efficacy:</b> Self-awareness skills enhances as they practice reading from variety of texts at home.</li> <li>• <b>Communication and collaboration:</b> Team work skill enhances through think-pair-share read and completes simple sentences in groups.</li> </ul>				
<b>Values:</b> <b>Unity:</b> As learner strives to achieve common goal in doing given tasks.				
<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> The learner is able to relate the concept on greetings and introduction for social cohesion as taught in English and Kiswahili.				

<b>THEME 2: FAMILY</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(S)</b>
<b>2.1 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>name, age and profession</i>	By the end of the Sub Strand, the learner should be able to: a) identify familiar key words, phrase and sentences b) read using appropriate intonation, stress and pronunciation, c) appreciate reading strategies to acquire reading skills.	Learner is guided to: <ul style="list-style-type: none"> <li>• read simple sentences in a text and circle familiar words, phrases and sentences 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> <ul style="list-style-type: none"> <li>• <b>Self-efficacy:</b> Self-awareness skill enhances as learner takes-turn reading simple sentences about immediate family members in a given text.</li> <li>• <b>Critical thinking and problem solving:</b> Evaluation and decision making skill is enhanced as learners rearrange words to create meaningful sentences.</li> </ul>				
<b>Values:</b> <b>Responsibility:</b> Learner engages in assigned duties of rearranging words to form meaningful sentences.				
<b>Pertinent and contemporary issues</b>				

**Citizenship:** 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 on family as covered in Social Studies.

### THEME 3 : MY SURROUNDINGS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>2.2 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>The market;</i> <i>Places where we buy things</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 market in small groups</li> <li>• compete in reading vocabulary and phrases about market in pairs</li> <li>• read pictures showing activities about the market.</li> <li>• read and act out short conversation about the market in groups</li> </ul>	Why is reading important?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> Speaking skills develops as learner reads aloud short text to show understanding.</li> <li>• <b>Self-efficacy:</b> As learners enjoy competing in reading vocabulary and phrases about market in pairs.</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 learner identifies things found in the markets that are properly used.				
<b>Link to other subjects:</b> The learner is able to relate the concept on market as covered in Pre-Technical 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>2.3 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>Important dates such as birth, festivities and holidays</i>	By the end of the Sub Strand, the learner should be able to: a) read short and simple sentences at good pace b) identify words, phrases and sentences 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 important dates in pairs</li> <li>• read and recite poems about important dates in groups</li> <li>• read level appropriate text of your interest independently during free time</li> </ul>	How can you improve your fluency reading skills?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> Teamwork skill portrays as learner in pairs engage in reading short sentences at a reasonable pace on important dates.</li> <li>• <b>Self-efficacy:</b> As learners read and recite poems about important dates.</li> </ul>				
<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 important dates.				
<b>Link to other subject:</b> The learner is able to relate the concept on understanding the important date as covered in English.				

<b>THEME 5 : FUN AND ENJOYEMENT</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>2.4 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>Leisure time; When do you undertake the fun and enjoyment ?</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify familiar words from a given text,</li> <li>b) read a short passage with proper intonation and stress confidently with appropriate speed,</li> <li>c) develop interest in reading Arabic texts.</li> </ol>	Learner is guided to: <ul style="list-style-type: none"> <li>• read arrange of texts aloud about leisure time and answer questions in pairs</li> <li>• read a given passage while focusing on correct pronunciation of consonants and verbs in pairs</li> <li>• participate in a reading competition for enjoyment and leisure in groups</li> <li>• independently read Arabic materials during free time at home</li> </ul>	How do you spend your free time?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Critical thinking and problem solving:</b> Speaking skills develops as learner reads a given passage while focusing on correct pronunciation.</li> <li>• <b>Self-efficacy:</b> As learners independently read Arabic materials during their free time.</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>Citizenship:</b> As learners read about leisure time.				
<b>Link to other subject:</b> The learner is able to relate the concept on leisure time as covered in English.				

<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>2.5 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>Shopping for food; different shops for foods</i>	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> <li>identify familiar phrases from given text,</li> <li>read texts with good pace, accuracy and expression,</li> <li>develop interest in reading Arabic texts.</li> </ol>	Learner is guided to: <ul style="list-style-type: none"> <li>read short texts aloud with the appropriate pace, accuracy and expression on shopping in group</li> <li>read and derive meaning from simple sentences on shopping in pairs</li> <li>read level appropriate text independently during free time</li> </ul>	Why do we take meals?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li><b>Communication and collaboration:</b> Speaking skills develops as learner reads short texts aloud with the appropriate pace, accuracy and expression</li> <li><b>Self-efficacy:</b> Self-awareness skills portrays as learners appropriate reading text independently during free time.</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 recognize and appreciate different things found in the market.				
<b>Link to other subjects:</b> The learner is able to relate the concept on shopping as taught in Pre-Technical Studies.				

<b>THEME 7 : 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>2.6 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>Physical appearances; Describing people according to their physical attributes</i>	By the end of the Sub Strand, the learner should be able to: a) read a simple text with appropriate speed for comprehension, b) demonstrate ability to read given texts with ease and confidence for active reading, c) develop interest in reading variety of sentences for correct pronunciation.	Learner: <ul style="list-style-type: none"> <li>reads aloud short passages on physical appearance and answer questions in pairs</li> <li>describe physical appearance of people through picture reading from a digital device in groups</li> <li>engage in reading activities for pleasure and understanding at home.</li> </ul>	Why is reading important?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li><b>Communication and collaboration:</b> Speaking skills enhances as learner reads short texts aloud with the appropriate pace, accuracy and expression.</li> <li><b>Self-efficacy:</b> Self- awareness is developing as learners appropriate reading text independently during free time.</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>Health promotion:</b> As learners appreciate their physical appearance and practice habits of good hygiene.				
<b>Link to other subject:</b> The learner is able to relate the concept on physical appearance as it is covered in Creative Arts and Sports.				

<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>2.7 Reading</b>	<p><b>2.1 Reading aloud</b></p> <p><b>2.2 Guided reading</b></p> <p><i>The four seasons -winter, spring, summer, autumn</i></p> <p><i>relating seasons of the year to months, weather patterns and clothing</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) read simple passage on a given context fluently,</p> <p>b) interact meaningfully with text to infer simple information,</p> <p>c) develop interest in reading short Arabic texts.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>• practice reading short passages on seasons from digital devices or any other reading materials with appropriate speed in pairs</li> <li>• memorize and recite poems about weather in small groups</li> <li>• take turns participating in speed reading competition.</li> </ul>	<p>How does change of seasons affect our daily activities?</p>
<p><b>Core competencies:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning to learn:</b> Learn independently skill develops as learner is motivated to read texts continuously for gaining knowledge.</li> </ul>				

- **Self-efficacy:** As learners take turns participating in speed reading.

**Values:**

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

**Pertinent and contemporary issues:**

**Health issues:** As learner appreciates the weather and is able to clean his/her immediate environment.

**Link to other subjects:** The learner is able to relate the concept on weather and environment as taught in Integrated Science.

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<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>2.8 Reading</b>	<b>2.1 Reading aloud</b> <b>2.2 Guided reading</b>  <i>In the neighborhood;  Locating different areas and facilities in the locality.</i>	By the end of the sub strand, the learner should be able to: a) read texts with proper intonation and pronunciation b) demonstrate comprehension reading simple texts c) develop a positive attitude towards reading.	Learner is guided to: <ul style="list-style-type: none"> <li>• read aloud text on locating places the locality in a group and talk about it</li> <li>• assist each other in reading simple sentences and identifying different places in the locality</li> <li>• participate in reading circles by reading aloud texts on locating different places in the locality in groups</li> </ul>	How can we keep facilities in our locality safe?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> Speaking skills enhances as learner reads text with proper intonation and pronunciation.</li> <li>• <b>Self-efficacy:</b> As learners participate in reading circles by reading aloud texts.</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>Health promotion:</b> As learner appreciates different places in the locality and practice habits of safety and care.				
<b>Link to other subject:</b> The learner is able to relate the concept on 1 places in locality as it is covered in English.				

### Assessment Rubrics for Reading Strand

<b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<b>Ability to pronounce words in contexts for accuracy in reading</b>	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meanings. Makes no errors of pronunciation even for text on unfamiliar topics.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meanings.	The learner maintains accurate pronunciation of words in simple texts on familiar topics. Errors may hamper	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meanings.
<b>Ability to read with fluency (smoothness, pace, pauses and intonation)</b>	The learner reads simple text with natural and smooth flow and at an appropriate pace all through most part of the text. Pays attention to all punctuations and applies appropriate pauses and intonation to	The learner reads simple text with natural and smooth flow and at an appropriate pace all through most part of the text. Pays attention to all	The learner reads simple text with natural and smooth flow and at an appropriate pace all through most part of the text. Pays attention to all punctuations and applies appropriate pauses	The learner reads simple texts with stilted and choppy flow through most parts of the texts. Pays attention to very few punctuations as pauses and intonation are misplaced.

	<p>express intention and emotions. Makes no errors at all even in texts on unfamiliar topics.</p>	<p>punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors at in texts on unfamiliar topics and auto-corrects self in the few errors made.</p>	<p>and intonation to express intention and emotions. Makes errors at in texts on unfamiliar topics and auto-corrects self.</p>	
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## STRAND 3.0: WRITING

<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; own name &amp; age, where they live and friend's</i>	By the end of the Sub Strand, the learner should be able to: a) write words and phrases correctly, b) use arrange of vocabulary to construct short sentences, c) develop interest in writing Arabic.	Learner is guided to: <ul style="list-style-type: none"> <li>• construct simple sentences on greeting and introduction to express their feelings in groups</li> <li>• copy and complete sentences using related to greeting and introduction</li> <li>• write sentences on area of their interest and share with their peers.</li> </ul>	Why is greeting important?
<b>Core competencies:</b> <b>Critical Thinking and Problem Solving:</b> Research skills is portraying as they write simple sentences on greeting and introduction to express their feelings.				
<b>Values:</b> <b>Unity:</b> As learner cooperates with others to achieve common goal.				
<b>Pertinent and contemporary issues:</b> <b>Gender issues:</b> As learners appreciate own and opposite gender while working in groups or pairs.				
<b>Link to other subjects:</b> The learner is able to relate the concept on greetings and introduction for social cohesion as covered in English and Kiswahili.				

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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>3.1 Writing</b>	<b>3.1 Guided writing</b>  <i>Nuclear family; i.e name, age and profession</i>	By the end of the Sub Strand, the learner should be able to: a) list familiar words, phrases and sentences from given text, b) write short sentences from a given context, c) develop interest in writing Arabic.	Learner is guided to: <ul style="list-style-type: none"> <li>• write familiar words, phrases and sentences from a given display in pairs</li> <li>• copy sentences about family members from a given display in pairs</li> <li>• play scrabble games forming simple sentences related to family members in groups.</li> </ul>	How can you develop good handwriting?
<b>Core competencies:</b>				
<b>Critical thinking and problem solving:</b> Research skills portrays as learners play scrabble games forming simple sentences.				
<b>Values:</b>				
<b>Responsibility:</b> As learners performs assigned activities as expected.				
<b>Pertinent and contemporary issues:</b>				
<b>Citizenship:</b> As learners show kindness to each other as they work in groups.				
<b>Link to other subjects:</b> The learner is able to relate the concept of family as covered in Social Studies.				

<b>THEME 3 : MY SURROUNDINGS</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>3.2 Writing</b>	<b>3.1 Guided writing</b>  <i>The market; Places where we buy things</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, c) appreciate the skill of writing for effective communication.	Learner is guided to: <ul style="list-style-type: none"> <li>• complete sentences with words related to market</li> <li>• write simple sentences about the market in pairs and share with peers</li> <li>• use pictures display to write short composition about the market in groups.</li> </ul>	How is writing in Arabic different from English?
<b>Core competencies:</b>				
<b>Creativity and imagination:</b> Self-expression develops as learners write simple sentences describing school property.				
<b>Values:</b>				
<b>Responsibility:</b> As learner is engaged in assigned duties in writing simple sentences.				
<b>Pertinent and contemporary issues:</b>				
<b>Economic resources:</b> As learner identifies things found in the markets that are properly used.				
<b>Link to other subjects:</b> The learner is able to relate the concept on market concept as covered in Pre-Technical 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>3.3 Writing</b>	<b>3.1 Guided writing</b>  <i>Important dates such as birth, festivities and holidays</i>	By the end of the Sub Strand, the learner should be able to: a) organize ideas coherently to express opinion, feeling and thought, 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"> <li>• use substitution table to write sentences about important dates in small groups</li> <li>• compete rearranging jumbled parts of sentences to make meaningful texts on important dates in small groups.</li> <li>• fill in sentences using vocabulary related to important date in pairs</li> </ul>	Why is it good to write legibly?
<p><b>Core competencies:</b></p> <ul style="list-style-type: none"> <li>• <b>Critical thinking and problem solving:</b> Research skills portrays as learners write simple sentences about important dates.</li> <li>• <b>Creativity and imagination:</b> Making connection skills enhances as learner create sentences from a given substitution table about important dates.</li> </ul>				
<p><b>Values:</b></p> <p><b>Responsibility:</b> As learner is engaged in assigned duties in writing simple sentences.</p>				
<p><b>Pertinent and contemporary issues:</b></p> <p><b>Citizenship:</b> As learners accommodate and show kindness to each other as they work in groups.</p>				
<p><b>Link to other subjects:</b> The learner is able to relate the concept on important dates as covered in English.</p>				

<b>THEME 5 : FUN AND ENJOYEMENT</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>3.4 Writing</b>	<b>3.1 Guided writing</b>  <i>Leisure time; When do you undertake the fun and enjoyment ?</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 sentences using arrange of acquire vocabulary correctly, c) appreciate different Arabic writing styles.	Learner is guided to: <ul style="list-style-type: none"> <li>• write accurately simple sentences about leisure time in pairs</li> <li>• compete rearranging jumbled parts of sentences to make meaningful sentence in groups</li> <li>• use substitution table to form meaningful sentences in groups.</li> </ul>	How can you develop a good handwriting?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Critical thinking and problem solving:</b> An interpretation and inference skill develops as learners use substitution table to form meaningful sentences in groups.</li> <li>• <b>Communication and collaboration:</b> Writing skills portrays as learners write accurately simple sentences about leisure time in pairs.</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>Citizenship:</b> As learners read about leisure time.				
<b>Link to other subject:</b> The learner is able to relate the concept on leisure time as covered in English.				

<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>3.5 Writing</b>	<b>3.1 Guided writing</b>  <i>shopping for food; different shops for foods</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"> <li>practise writing simple sentences on shopping legibly and correctly in pairs</li> <li>complete sentences using appropriate vocabulary on shopping.</li> <li>use jumble up the sentences to making up sensible paragraph in pairs</li> </ul>	Why do we do shopping?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li><b>Critical thinking and problem solving:</b> A Research skill portrays as learners solve problems by coming up with sensible paragraph.</li> <li><b>Learning to learn:</b> Learner builds on their learning experiences through practicing writing sentences legibly.</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 recognize and appreciate different things found in the market.				
<b>Link to other subjects:</b> The learner is able to relate the concept about shopping as taught in Pre-Technical Studies.				

<b>THEME 7 : MY BODY</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>3.6 Writing</b>	<b>3.1 Guided writing</b>  <i>Physical appearances; Describing people according to their physical attributes</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) use basic descriptive words in writing simple sentence, c) c) develop interest in artistic expression through writing.	Learner is guided to: <ul style="list-style-type: none"> <li>listen to audio recording and write vocabulary related to physical appearance.</li> <li>form sentences using descriptive words about physical appearance in small groups</li> <li>read level-appropriate texts and discuss the texts read. From the text identify the descriptive words.</li> <li>write simple sentences to describe themselves, using the descriptive words identified. and write parallel sentences to describe their friends</li> </ul>	How do we keep our body healthy?
<b>Core competencies:</b>				
<b>Critical thinking and problem solving:</b> A Research skill develops as learners using descriptive words about physical appearance.				
<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 learners appreciate their physical appearance and practice habits of good hygiene.				
<b>Link to other subject:</b> The learner is able to relate the concept on physical appearance as it is covered in Creative Arts and Sports.				

<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>3.7 Writing</b>	<b>3.1 Guided writing</b>  <i>Seasons; The four seasons - winter, spring, summer, autumn</i>  <i>relating seasons of the year to months, weather patterns and clothing</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"> <li>• complete simple sentences with suitable words in pairs</li> <li>• compete writing simple sentences with speed and neatness on seasons in groups</li> <li>• rearrange sentences form sensible paragraphs</li> </ul>	What type of clothes do people wear in different seasons?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Creativity and imagination:</b> Self-expression develops as learner creatively writes simple sentences about seasons.</li> <li>• <b>Self-efficacy:</b> Self-awareness develops as learner rearrange sentences form sensible paragraphs.</li> </ul>				
<b>Values:</b> <b>Responsibility:</b> As learner performs the assigned duties as expected.				
<b>Pertinent and contemporary issues:</b> <b>Health issues:</b> As learner appreciates the weather and is able to clean his/her immediate environment.				
<b>Link to other subjects:</b> The learner is able to relate the concept on weather and environment as covered in Science and Technology.				

<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>3.8 Writing</b>	<b>3.1 Guided writing</b>  <i>In the neighborhood; Locating different areas and facilities in the locality.</i>	By the end of the sub strand, the learner should be able to: a) develop ideas logically in writing, 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"> <li>• form simple sentences using substitution table in groups</li> <li>• rearrange words to make meaningful sentences about locating places in the neighborhood.</li> <li>• through think-pair-share write simple sentences on describing places within the locality from given display of pictures in small groups</li> <li>• practise copying paragraphs legibly and correctly during free times</li> </ul>	How do we take care of facilities in the locality?
<b>Core competencies:</b>				
<ul style="list-style-type: none"> <li>• <b>Critical thinking and problem solving:</b> Making connections skill develops as learners rearranging words to make meaningful sentences.</li> <li>• <b>Communication and collaboration:</b> Writing skill portrays as learner writes clearly and legibly paragraphs.</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 appreciates facilities in the locality and practice habits of safety and care.				
<b>Link to other subject:</b> The learner is able to relate the concept on facilities in the locality as it is covered in English.				

**Assessment Rubrics for writing strand.**

<b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</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>Ability to write texts using correct language structures and vocabulary</b>	The learner writes simple texts while maintaining spelling and grammatical accuracy all through. Sentence structures are correct all the time while using vocabulary appropriate to the context.	The learner writes simple texts while maintaining spelling and grammatical accuracy all through. Sentence structures are correct all the time while using adequate vocabulary appropriate to the context.	The learner writes simple texts while maintaining spelling and grammatical accuracy in most parts of the texts. Sentence structures are correct most of the time. Uses limited vocabulary appropriate to the context.	The learner writes simple texts but is unable to maintain spelling and grammatical accuracy all through. Sentence structures are incorrect most of the time. Uses very limited vocabulary appropriate to the context.

## APPENDIX 1: GUIDELINES FOR GRADE 7 COMMUNITY SERVICE-LEARNING PROJECT

### Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	<b>Problem Identification</b> Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.
Milestone 3	<b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution

Milestone 4	<p><b>Implementation</b></p> <p>The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p><b>Showcasing /Exhibition and Report Writing</b></p> <p>Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learning from feedback.</p>
Milestone 6	<p><b>Reflection</b></p> <p>Learners review all project work to learn from the challenges faced.</p> <p>They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

### **Assessment of CSL integrated Activity**

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

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