



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

**JUNIOR SCHOOL CURRICULUM DESIGN**

**ARABIC**

**GRADE 8**

First published 2023

Revised 2024

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

**ISBN:**

Published and printed by Kenya Institute of Curriculum Development

## TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION .....	ii
LESSON ALLOCATION AT JUNIOR SCHOOL .....	iv
LEVEL LEARNING OUTCOMES.....	v
ESSENCE STATEMENT .....	v
GENERAL LEARNING OUTCOMES.....	vi
SUMMARY OF STRANDS AND SUBSTRANDS .....	vii
STRAND 1.0: LISTENING AND SPEAKING .....	1
STRAND 2.0: READING .....	21
STRAND 3.0: WRITING .....	40
APPENDIX 1: COMMUNITY SERVICE LEARNING PROJECT.....	58
APPENDIX 2: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES.....	61

## **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.

## LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons Per Week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1
<b>Total</b>		<b>40 +1</b>

## **LEVEL LEARNING OUTCOMES**

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

- a) Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
- b) Communicate effectively, verbally and non-verbally, in diverse contexts.
- c) Demonstrate social skills, spiritual and moral values for peaceful co-existence.
- d) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
- e) Practise relevant hygiene, sanitation and nutrition skills to promote health.
- f) Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
- g) Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
- h) Manage Pertinent and Contemporary Issues (PCIs) in society effectively.
- i) Apply digital literacy skills for communication and learning.

## **ESSENCE STATEMENT**

Kenya is part of the international community and therefore the learners shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in a non-formal curriculum. This will give the learner an opportunity to acquire language competencies in an experiential, innovative and flexible program. 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's 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) Listen and respond appropriately to relevant information in the Arabic language,
- b) Read a wide variety of texts fluently and accurately for lifelong learning,
- c) Write texts legibly, coherently and creatively in the Arabic language,
- d) Express themselves fluently and confidently in varied contexts,
- e) Appreciate the role of Arabic language as a means of embracing creativity and international relevance,
- f) Enjoy communicating in the Arabic language,
- g) Appreciate cultural awareness and exposure to the Arabic language.



## SUMMARY OF STRANDS AND SUBSTRANDS

<b>STRANDS</b>	<b>SUB STRANDS</b>
Listening and speaking	Listening for gist
	Imitative speaking
	Pronunciation
	Conversational skills
	Public speaking
Reading	Reading aloud
	Guided reading
	Reading fluency
	Extensive reading
	Reading comprehension
Writing	Guided writing(mechanics of writing, creative writing, paragraph writing, essay writing, handwriting)

## STRAND 1.0: LISTENING AND SPEAKING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.1 Listening and Speaking	<p><b>1.1.1 Listening for the main idea.</b></p> <p><i>Basic greetings in formal and polite context.</i></p>	<p>By the end of the Sub Strand, the learner should be able:</p> <p>a) identify main ideas in oral presentations,</p> <p>b) make an oral presentation to express themselves in various situations,</p> <p>c) develop interest in learning Arabic words.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>listen to an audio recording on greetings in informal and formal situations, e.g. <i>Speaker 1: "How do you do?"</i> <i>Speaker 2: Pleased to meet you. How do you do? (formal)</i> <i>"hi"; "hello" guy? (Informal)</i></li> <li>pick out the main ideas from the recording,</li> <li>list specific greetings and their responses from the recording,</li> <li>collaborate with peers to role play formal and informal greetings with different gender <i>i.e</i> <i>"Good morning sir"</i> (formal), <i>"Hi guys"</i> (informal)</li> <li>conduct a singing game on a song with various greetings with peers.</li> </ul>	<p>Why do we greet one another?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li><b>Communication and collaboration</b> is enhanced as the learner works jointly with peers to role play formal and informal greetings with different genders.</li> </ul>				

- **Self-efficacy** is enhanced as the learner shows defining personal skills set when conducting a singing game on a song with various greetings.

**Values:**

**Love** is promoted as the learner displays respect when collaborating with peers to role play formal and informal greetings with different genders.

**Pertinent and Contemporary Issues (PCIs):**

**Gender Issues** are addressed as the learner appreciates various greetings used across the various genders.

**Link to other subjects:**

The learner is able to relate the concept on greetings and introduction to their learning of introduction of self and others in English.

**THEME 2 : FAMILY**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>2.1 Listening and Speaking</b></p>	<p><b>2.1.1 Phonological awareness</b>  <b>2.1.2 Listening for gist</b>  <b>2.1.3 Imitative speaking</b></p> <p><i>Extended family; name, age and profession</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify vocabulary related to the theme for information,</p> <p>b) present a short talk related to the theme for effective communication,</p> <p>c) appreciate the role of different members of the family.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to audio-visual recordings about the family,</li> <li>• pick out vocabulary related to the theme,</li> <li>• conduct a spelling bee session on vocabulary related to the theme,</li> <li>• work jointly with peers to answer direct and inferential questions,</li> <li>• prepare a short talk on the family and the member's responsibilities,</li> <li>• present the short talk to peers in class,</li> <li>• peer review each other's presentation for fluency and relevance.</li> </ul>	<p>What are the strategies of active listening?</p>

**Core competencies to be developed:**

- **Communication and collaboration** is enhanced as the learner contributes to group decision making when jointly answering direct and inferential questions.
- **Self-efficacy** is enhanced as the learner shows concerted attention when presenting the short talk to peers in class.

**Values:**

**Respect** is promoted as the learner ensures positive regard for others when peer reviewing presentations for fluency and relevance.

**Pertinent and Contemporary Issues (PCIs):**

**Human rights and responsibilities** are promoted as the learner gets information on responsibilities of various family members when preparing a short talk.

**Link to other subjects:**

The learner is able to relate the concept of family to the concept of social organizations in the society as covered in Social Studies.

**THEME 3: MY SURROUNDING**

<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 Listening and Speaking</b>	<b>3.1.1 Phonological awareness</b> <b>3.1.2 Listening for gist</b> <b>3.1.3 Imitative speaking</b>  <i>My Town</i> <i>Places in town</i>	By the end of the Sub Strand, the learner should be able to: a) respond to instructions appropriately, b) present an oral description of a place in their surrounding, c) appreciate different places in the surrounding.	The learner is guided to: <ul style="list-style-type: none"><li>• work jointly with peers to conduct a dictation session on the vocabulary identified,</li><li>• answer direct and inferential questions,</li><li>• identify vocabulary related to the theme from the recording,</li><li>• work jointly with peers to conduct a dictation session on the vocabulary identified,</li><li>• collaborate with peers to role-play a short conversation on giving directions to a specific place in their town,</li><li>• conduct a discussion forum to describe places of interest in their town.</li></ul>	What are the strategies of active listening?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"><li>• <b>Communication and collaboration</b> is enhanced as the learner works jointly with peers to conduct a dictation session on the vocabulary identified.</li></ul>				

- **Learning to learn** is promoted as the learner is motivated to learn continuously by conducting a discussion forum to describe places of interest in their town.

**Values:**

- **Respect** is promoted as the learner displays patience with peers when role-playing a short conversation on giving directions to a specific place in their town
- **Peace** is enhanced as the learner displays tolerance when conducting a dictation session on the vocabulary identified.

**Pertinent and Contemporary Issues (PCIs):**

**Environmental education** is promoted as the learner identifies and appreciates different places found in towns within their environment.

**Link to other subjects: :**

The learner is able to relate the concept of towns and various locations within it to their learning of urban centers in Social Studies.

**THEME 4: TIME**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>4.1 Listening and Speaking</b>	<b>4.1.1 Phonological awareness</b> <b>4.1.2 Listening for gist</b> <b>4.1.3 Imitative speaking</b>  <i>12-hour clock system in relation to the school timetable</i>	By the end of the Sub Strand, the learner should be able to: a) summarize the main idea from an oral text for information, b) use acquired vocabulary in expressing opinions, feelings and thoughts, c) appreciate speaking skills in conveying a message.	The learner is guided to: <ul style="list-style-type: none"><li>• listen attentively to a presentation on telling time,</li><li>• collaborate with peers to answer questions from the presentation,</li><li>• describe the main idea in the text,</li><li>• pick out vocabulary from the text and display on flashcards,</li><li>• make an oral presentation using simple sentences on time</li></ul> <i>e.g. what is the time?</i> <i>At what time....?</i> <ul style="list-style-type: none"><li>• collaborate with peers to observe various clock faces and tell different times shown.</li></ul>	How can you observe punctuality in school?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"><li>• <b>Critical thinking and problem solving</b> is promoted as the learner analyses concepts when observing various clock faces and tell different times shown.</li><li>• <b>Self-efficacy</b> is enhanced as the learner shows defining personal skills set when making an oral presentation using simple sentences on time.</li></ul>				



**Values:**

**Respect** is promoted as the learner accommodates diverse opinions when collaborating with peers to answer questions from the presentation.

**Pertinent and Contemporary Issues (PCIs):**

**Social cohesion** is promoted as learners work together to accomplish tasks and achieve group goals.

**Link to other subject:**

The learner is able to relate the concept of time to their learning of time as covered in Mathematics.

DRAFT

**THEME 5 : FUN AND ENJOYMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>5.1 Listening and Speaking</b></p>	<p><b>5.1.1 Public presentation</b></p> <p><i>Travel; Scenic spots and tourist attractions</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify non-verbal cues for effective communication,</p> <p>b) apply appropriate non verbal cues in an oral presentation,</p> <p>c) appreciate audience awareness in public presentation for lifelong learning.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to an audio presentation on travelling,</li> <li>• work jointly with peers to create a vocabulary bank on words derived from the recording,</li> <li>• collaborate with peers to identify non-verbal cues used in oral communication,</li> <li>• role play the non-verbal cues identified,</li> <li>• present an oral narrative while applying the non-verbal cues,</li> <li>• participate in a dialogue on travelling in pairs</li> </ul> <p>Begin: <i>I like travelling to.....?</i> : <i>I like to travel by.....?</i></p>	<p>Why do we travel?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Critical thinking and problem solving</b> is enhanced as the learner collaborates with peers to identify non-verbal cues used in oral communication.</li> <li>• <b>Creative thinking and problem solving</b> is enhanced as the learner presents new ideas inspired by creativity when presenting an oral narrative while applying the non-verbal cues.</li> </ul>				

**Values:**

**Respect** is enhanced as the learner appreciates other's contributions when creating a vocabulary bank on words derived from the recording.

**Pertinent and Contemporary Issues (PCIs):**

**Mental health issues** are addressed as the learner gains information on constructive activities they can engage in for fun and enjoyment like travelling.

**Link to other subject:**

The learner is able to relate the concept of travelling for fun and enjoyment to their learning of responsible use of leisure time as covered in Religious Studies.

**THEME 6 : FOOD AND DRINKS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>6.1 Listening and Speaking</b></p>	<p><b>6.1.1 Conversational skills</b></p> <p><i>In the kitchen; Meal preparation</i></p> <p><i>Simple kitchen utensils (spoons, pots)</i></p> <p><i>Simple verbs in meal preparation (roast, boil, cook, fry)</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify vocabulary related to the theme for comprehension,</p> <p>b) apply turn taking skills and interrupting politely in an oral conversation,</p> <p>c) acknowledge the need for polite language in oral conversations for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to a conversation about the kitchen and meals,</li> <li>• identify verbs from the given text and pronounce them correctly,</li> <li>• collaborate with peers to talk about vocabulary related to kitchen items and meals using simple descriptions,</li> <li>• work with peers to identify words used to interrupt a conversation politely,</li> <li>• engage in a dialogue using appropriate turn taking skills and interrupting politely.</li> </ul>	<p>1.How do you identify a verb in a sentence?</p> <p>2.Why should we at times need to interrupt a speaker in a conversation?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> is enhanced as the learner speaks engagingly when collaborating with peers to talk about vocabulary related to kitchen items and meals.</li> <li>• <b>Citizenship</b> is enhanced as the learner demonstrates tolerance when engaging in a dialogue using appropriate turn taking skills and interrupting politely.</li> </ul>				
<p><b>Values:</b></p>				

- **Responsibility is promoted as the learner diligently takes up assigned roles when** engaging in a dialogue using appropriate turn taking skills and interrupting politely.
- **Unity** is enhanced as the learner works with peers to identify words used to interrupt a conversation politely.

**Pertinent and Contemporary Issues (PCIs):**

**Lifestyle diseases** are addressed as the learner engages in discussions and texts on foods and drinks.

**Link to other subjects:**

The learner is able to relate the concept on food and drinks to similar concepts on meals as taught in Agriculture and Nutrition 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>7.1 Listening and Speaking</b>	<b>7.1.1 Pronunciation</b> <b>7.1.2 Imitative speaking</b>  <i>Feelings and emotions;</i> <i>Expressing feelings, emotions and needs.</i>	By the end of the Sub Strand, the learner should be able to: a) pronounce target words based on the theme with clarity, b) apply appropriate stress and intonation in oral communication, c) acknowledge fluency in speech for effective communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• conduct a spelling bee session to pronounce target words based on the theme,</li> <li>• ask and answer questions using the correct pronunciation and intonation,</li> <li>• read out words aloud using correct stress,</li> <li>• engage in a dialogue expressing their opinions, emotions and feelings fluently.</li> </ul>	How can you ensure you listen actively?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Learning to learn</b> is promoted as the learner builds on their own learning experience by conducting a spelling bee session to pronounce target words based on the theme.</li> <li>• <b>Self-efficacy</b> is promoted as the learner shows concerted attention when reading out words aloud using correct stress.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Respect</b> is promoted as the learner accommodates diverse opinions when engaging in a dialogue expressing their opinions, emotions and feelings fluently.</li> <li>• <b>Social justice</b> is enhanced as the learner accords equal opportunities to others when conducting a spelling bee session to pronounce target words based on the theme.</li> </ul>				

**Pertinent and Contemporary Issues (PCIs):**

**Health promotion issues** are addressed as learners interact with vocabulary on the theme- my body.

**Link to other subject:**

The learner is able to relate the concept on expressing their feelings and emotions to their learning of self awareness in Integrated Science.

DRAFT

**THEME 8: WEATHER AND ENVIRONMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>8.1 Listening and Speaking</b>	<b>8.1.1 Phonological awareness</b> <b>8.1.2 Listening for gist</b> <b>8.1.3 Imitative speaking</b>  <i>Identifying physical features within the environment</i>	By the end of the sub strand, the learner should be able to: a) respond to simple questions correctly, b) use variety of words to describe different physical features within the environment, c) acknowledge the place of attentive listening for communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to or watch a video recording related to the theme,</li> <li>• answer direct and inferential questions from the recording,</li> <li>• observe picture displays on physical features,</li> <li>• use appropriate words to describe the physical features within their environment,</li> <li>• build a vocabulary list on words related to the theme,</li> <li>• organize the vocabulary list in a portfolio.</li> </ul>	How do poor listening habits affect learning?
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Self efficacy</b> is promoted as the learner effectively orders tasks when organizing the vocabulary list in a portfolio .</li> <li>• <b>Digital literacy</b> is promoted as the learner interacts with digital content when listening to or watching a video recording related to the theme.</li> </ul>				
<p><b>Values:</b></p> <p><b>Responsibility</b> is enhanced as the learner engages in assigned roles when organizing the vocabulary list in a portfolio.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p><b>Environmental education</b> is enhanced as the learner interacts with texts on physical features within their environment.</p>				



**Link to other subjects:**

The learner is able to relate the concept on physical features to their learning of the environment as taught in Social Studies.

DRAFT

<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>9.1 Listening and Speaking</b>	<b>9.1.1 Pronunciation</b>  <i>Transport; Identifying Common Means of transport.</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 related to the theme, c) appreciate speaking skills to convey information accurately.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen attentively to an audio presentation on means of transport,</li> <li>• summarise the main idea in the presentation using appropriate pronunciation and intonation,</li> <li>• answer questions from the text in groups,</li> <li>• work with peers to build a list of words used to describe a situation or event,</li> <li>• display the descriptive words on charts for peer review,</li> <li>• fill gaps using the descriptive words to make simple sentences,</li> <li>• participate in a dialogue describing common means of transport in small groups.</li> </ul>	Why should we pronounce words appropriately?
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Critical thinking and problem solving</b> is promoted as the learner analyses concepts by logical reasoning to fill gaps using the descriptive words to make simple sentences.</li> </ul>				

<ul style="list-style-type: none"> <li>• <b>Digital literacy</b> is promoted as the learner interacts with digital content when listening attentively to an audio presentation on means of transport.</li> </ul>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Respect</b> is promoted as the learner shows positive regard for self and others while working in groups.</li> <li>• <b>Integrity</b> is enhanced as the learner displays transparency by displaying their work on charts for peer review.</li> </ul>
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p><b>Environmental awareness</b> is promoted as the learner interacts with texts on the theme- getting around.</p>
<p><b>Link to other subject:</b></p> <p>The learner is able to relate the concept on means of transport to similar concepts covered in Social Studies.</p>

#### Assessment Rubrics for Listening and Speaking Strand

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
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	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time	The learner maintains correct pronunciation, intonation, rhythm and pacing on rare occasions

(pronunciation, intonation, rhythm and pacing) in oral expression	expression. Makes successful attempts at using colloquial and idiomatic expressions.	oral expression. Communication is clear and fluid.	in oral expression. Makes a few errors at times that may interfere with communication	in oral expression. Makes many errors most of the time that interfere with communication
Ability to respond to questions and prompts to show comprehension and engagement in oral interactions	The learner responds to all questions and prompts to show comprehension and engagement and goes further to give appropriate illustrations and examples.	The learner responds to all questions and prompts to show comprehension and engagement	The learner responds to some questions and prompts to show comprehension and engagement	The learner responds to very few questions and prompts to show comprehension and engagement
Ability to employ gestures and facial expressions to enhance oral interactions	The learner employs adequate gestures and facial expressions in oral expressions whenever required. Is sensitive to cultural diversity and adapts non-verbal cues to diverse cultural contexts.	The learner employs adequate gestures and facial expressions to complement oral expressions whenever required.	The learner employs some gestures and facial expressions to complement oral expressions when required. A few gestures and facial expressions used do not rhyme with the intended communication	The learner employs a few gestures and facial expressions to complement oral expressions when required. Many of the gestures and facial expressions used do not rhyme with the intended communication
Ability to display willingness to	The learner is always willing to start and/or participate in meaningful	The learner is always willing to start and/or participate in	The learner is at times hesitant to start and/or participate in meaningful	The learner is mostly hesitant to start and/or participate in meaningful

participate in oral interactions	oral interactions with people in their surroundings. Encourages others to engage in oral interactions.	meaningful oral interactions with people in their surroundings.	oral interactions with people in their surroundings.	oral interactions with people in their surroundings.
----------------------------------	---	---	--	--

DRAFT

## STRAND 2.0: READING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	<p><b>1.2.1 Reading Fluency</b></p> <p><b>1.2.2 Guided reading</b></p> <p><i>Basic greetings in formal and polite context</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) read a text with correct speed, accuracy and expression,</p> <p>b) respond to questions from a text for comprehension,</p> <p>c) develop interest in reading Arabic texts for enjoyment.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• read short sentences on greetings and self-introduction aloud with correct pronunciation,</li> <li>• collaborate with peers to review each other's reading speed for fluency and accuracy,</li> <li>• read a text on greetings with expression to portray accuracy of meaning,</li> <li>• circle nouns identified from the text,</li> <li>• list the nouns on flashcards to create a collection of nouns,</li> <li>• answer direct and inferential questions from the texts read,</li> <li>• practice reading a variety of texts with correct speed and expression at home.</li> </ul>	<p>Why should we read texts with accurate speed(not too slow or too fast)?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning to learn</b> is enhanced as the learner is motivated to learn continually by peer reviewing each other's reading speed for fluency and accuracy.</li> </ul>				

- **Critical thinking and problem solving** is promoted as the learner follows simple instructions to circle nouns identified from the text.

**Values:**

**Unity** is promoted as the learner cooperates with peers to review each other's reading speed for fluency and accuracy.

**Pertinent and Contemporary Issues (PCIs):**

**Social cohesion** is promoted as the learner works with peers to familiarize with greetings across the society for peaceful living.

**Link to other subjects:**

The learner is able to relate the concept on greetings and introductions for social cohesion to their learning of cohesion and peace building in Social Studies.

**THEME 2 : FAMILY**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	<p><b>2.2.1 Reading aloud</b> <b>2.2.2 Guided reading</b></p> <p><i>Extended family; name, age and profession</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify vocabulary related to the theme from a text,</p> <p>b) infer meaning of vocabulary for comprehension,</p> <p>c) appreciate reading strategies to acquire reading skills.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• conduct a reader’s theatre to read texts related to extended family members,</li> <li>• peer assess each other’s reading for fluency,</li> <li>• create a vocabulary list of new words identified from the text,</li> <li>• collaborate with peers to infer the meaning of vocabulary used from context,</li> <li>• make sentences using the vocabulary acquired,</li> <li>• take turns reading conversations about extended family members,</li> <li>• collaborate with peers to dramatize the conversations.</li> </ul>	<p>How can you show love to your family members?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity and imagination</b> is promoted as the learner exchanges new ideas that inspire creativity when collaborating with peers to dramatize the conversations.</li> <li>• <b>Citizenship</b> is enhanced as the learner accumulates information when conducting a reader’s theatre to read texts related to extended family members.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Integrity</b> is instilled as the learner displays transparency when peer assessing each other’s reading for fluency.</li> </ul>				



- **Social justice** is enhanced as the learner accords equal opportunities to peers when conducting a reader's theatre to read texts related to extended family members.

**Pertinent and Contemporary Issues (PCIs):**

**Social cohesion** is promoted as the learner interacts with texts on the extended family, their roles and appreciates the family structure.

**Link to other subjects:**

The learner is able to relate the concept on family to their learning of social structure of the society covered in Social Studies.

**THEME 3: MY SURROUNDING**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>3.2 Reading</b></p>	<p><b>3.2.1 Reading comprehension</b>  <b>3.2.2 Guided reading</b></p> <p><i>My Town</i>  <i>Places in town</i></p> <p><i>Essential places that are relevant to the learners</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify the main idea in a text for comprehension,</p> <p>b) apply appropriate intonation and stress when reading texts,</p> <p>c) develop interest in reading Arabic texts for pleasure and understanding.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• collaborate with peers to read a text aloud,</li> <li>• make notes on the main idea in the text,</li> <li>• conduct a reader’s theatre to read a text on the theme,</li> <li>• peer review each other’s reading for correct use of stress, pronunciation and intonation,</li> <li>• identify words in the Arabic language that bring different meaning when stress and intonation is applied differently,</li> <li>• collaborate with peers to compose a narrative on the theme,</li> <li>• present the narrative to the class using appropriate stress, intonation and pronunciation.</li> </ul>	<p>How can you attain fluency in reading?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning to learn</b> is enhanced as the learner is motivated to learn continuously when peer reviewing each other’s reading for correct use of stress, pronunciation and intonation.</li> </ul>				

- **Critical thinking and problem solving** is enhanced as the learner analyses concepts when identifying words in the Arabic language that bring different meaning when stress, intonation and pronunciation is applied differently.

**Values:**

- **Unity** is promoted as the learner collaborates with peers to compose a narrative on the theme.
- **Love** is enhanced as the learner respects others when presenting the narrative to the class using appropriate stress, intonation and pronunciation.

**Pertinent and Contemporary Issues (PCIs):**

**Environmental education** is addressed as the learner relates with texts on towns and essential places within town.

**Link to other subjects:**

The learner is able to relate the concept on stress, intonation and pronunciation to their learning of fluency in English.

<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>4.2 Reading</b>	<b>4.2.1 Reading fluency</b> <b>4.2.2 Guided reading</b>  <i>12 hour clock system in relation to the school timetable</i>	By the end of the Sub Strand, the learner should be able to: a) read texts at a good pace/speed for fluency, b) identify specific details from a text for comprehension, c) develop interest in reading Arabic texts.	The learner is guided to: <ul style="list-style-type: none"> <li>engage in reading short sentences at a reasonable pace on telling time,</li> <li>collaborate with peers to assess the various speeds used when reading to ensure accuracy,</li> <li>recite poems about importance of time in groups,</li> <li>work with peers to identify specific details from the poems (<i>characters, persona, style, vocabulary, simple aspects of structure of the poem</i>)</li> <li>read level appropriate poems of interest independently during their free time.</li> </ul>	How can you improve on your pace when reading Arabic?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li><b>Learning to learn</b> is enhanced as the learner manages tasks effectively when collaborating with peers to assess the various speeds used when reading to ensure accuracy.</li> <li><b>Creativity and imagination</b> is promoted as the learner exchanges new ideas that inspire creativity when reciting poems about importance of time in groups.</li> </ul>				
<b>Values:</b> <b>Unity</b> is promoted as the learner collaborates with peers to identify specific details from the poems.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				

**Citizenship** is enhanced as the learner embraces and practices time management skills when talking about telling time.

**Link to other subject:**

The learner is able to relate the concept on time to similar concepts as covered in Mathematics.

DRAFT

**THEME 5: FUN AND ENJOYMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>5.2 Reading</b></p>	<p><b>5.2.1 Reading aloud</b>  <b>5.2.2 Guided reading</b></p> <p><i>Travel; Scenic spots and tourist attractions</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) describe verbal cues used in reading texts fluently,  b) apply appropriate verbal cues in reading texts for fluency,  c) develop interest in reading Arabic texts</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• read a range of texts aloud about the theme,</li> <li>• answer direct and inferential questions in pairs,</li> <li>• work with peers to discuss various verbal cues used in reading,</li> <li>• read a given passage with appropriate verbal cues (<i>e.g. stress, intonation, tonal variation, pace</i>),</li> <li>• collaborate with peers to conduct a reading fluency contest for enjoyment and leisure,</li> <li>• independently read Arabic materials during free time at home.</li> </ul>	<p>How do you spend your free time?</p>
<p><b>Core competencies to be developed:</b>  <b>Self efficacy</b> is promoted as the learner shows concerted efforts when reading a range of texts aloud about the theme.  <b>Critical thinking and problem solving</b> is enhanced as the learner analyses concepts to answer direct and inferential questions in pairs.</p>				
<p><b>Values:</b>  <b>Peace</b> is promoted as the learner displays trustworthiness towards peers when collaborating to conduct a reading fluency contest for enjoyment and leisure.</p>				

**Pertinent and Contemporary Issues (PCIs):**

**Environmental education** is promoted as the learner interacts with texts on various scenic spots and tourist attractions.

**Link to other subject:**

The learner is able to relate the concept of tourist attraction spots to their learning of tourism in Social Studies.

DRAFT

**THEME 6: FOOD AND DRINKS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>6.2 Reading</b></p>	<p><b>6.2.1 Reading comprehension</b>  <b>6.2.2 Guided reading</b>  <i>In the kitchen;</i>  <i>Meal preparation</i></p> <p><i>Simple kitchen utensils (spoons, pots)</i></p> <p><i>Simple verbs in meal preparation (roast, boil, cook, fry)</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) make predictions on events in a text for comprehension,</p> <p>b) respond to direct and inferential questions from a text for comprehension,</p> <p>c) develop interest in reading Arabic texts</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• work jointly with peers to study illustrations and titles in a text and predict possible events that the text could be about,</li> <li>• create a mind map on possible occurrences in the text based on the predictions made,</li> <li>• read the text aloud with accuracy and fluency,</li> <li>• answer direct and inferential questions related to the texts,</li> <li>• work with peers to infer meaning of vocabulary and phrases from context,</li> <li>• read level appropriate texts independently during free time.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you consider when preparing meals?</li> <li>2. How can we easily make correct predictions before reading a text?</li> </ol>
<p><b>Core competencies to be developed:</b></p>				
<ul style="list-style-type: none"> <li>• <b>Critical thinking and problem solving</b> is promoted as the learner analyses concepts to create a mind map on possible occurrences in the text based on the predictions made.</li> <li>• <b>Self-efficacy</b> is promoted as the learner shows concerted attention when reading the text aloud with accuracy and fluency.</li> </ul>				
<p><b>Values:</b></p>				



**Social justice** is enhanced as the learner accords equal opportunities to peers when collaborating to infer meaning of vocabulary and phrases from context.

**Pertinent and Contemporary Issues (PCIs):**

**Lifestyle diseases** are addressed as the learner interacts with texts on healthy meal preparation.

**Link to other subjects:**

The learner is able to relate the concept of meal preparation to their learning of similar concepts in Agriculture and Nutrition.

DRAFT

<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>7.2 Reading</b>	<b>7.2.1 extensive reading</b> <b>7.2.2 Guided reading</b>  <i>Feelings and emotions; Expressing feelings, emotions and needs</i>	By the end of the sub strand, the learner should be able to: a) select appropriate reading materials from digital and non-digital sources, b) read varied appropriate grade appropriate materials for lifelong learning, c) create a reading log to monitor reading activities, d) recommend to peers appropriate reading materials for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> <li>• collaborate with peers to select reading materials from various digital and non-digital sources,</li> <li>• conduct a silent reading session to read the materials identified,</li> <li>• make notes on the events in the texts,</li> <li>• prepare a reading log on the texts read indicating key details e.g. author, title, characters, events and personal opinion on text,</li> <li>• engage in reading activities for pleasure and understanding with assistance from parents,</li> <li>• collaborate with peers to form a reading club for Arabic materials.</li> </ul>	Why is reading important?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> is promoted as the learner contributes to group decision making when collaborating with peers to form a reading club for Arabic materials.</li> <li>• <b>Learning to learn</b> is promoted as the learner plans and manages tasks effectively prepare a reading log on the texts read indicating key details.</li> </ul>				
<b>Values:</b>				

**Responsibility** is promoted as the learner offers leadership or support when collaborating with peers to form a reading club for Arabic materials.

**Pertinent and Contemporary Issues (PCIs):**

**Health promotion** is addressed as the learner interacts with texts on the theme – my body.

**Link to other subject:**

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

DRAFT

**THEME 8: WEATHER AND ENVIRONMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>8.2 Reading</b></p>	<p><b>8.2.1 Reading comprehension</b> <b>8.2.2 Guided reading</b></p> <p><i>Identifying physical features within the environment</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) relate characters and events in a text to real life,</p> <p>b) infer meaning of new words in a text for comprehension,</p> <p>c) develop interest in reading short Arabic texts for enjoyment..</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• practice reading short passages on physical features from digital devices or any other reading materials,</li> <li>• collaborate with peers to share views on how the characters and events relate to real life,</li> <li>• identify vocabulary and phrases from the texts,</li> <li>• infer meaning of the new words based on context,</li> <li>• work jointly with peers to memorize and recite poems about physical features.</li> </ul>	<p>Which physical features are found within your locality?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> is enhanced as the learner speaks engagingly to share views on how the characters and events relate to real life.</li> <li>• <b>Self-efficacy</b> is enhanced as the learner shows concerted attention when practicing reading short passages on physical features from digital devices or any other reading materials.</li> </ul>				
<p><b>Values:</b> <b>Peace</b> is enhanced as the learner works jointly with peers to memorize and recite poems about physical features.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p>				

**Environmental resources** are addressed as the learner recognizes and appreciates the physical features in his/her immediate environment.

**Link to other subjects:**

The learner is able to relate the concept relating events to real life to their learning in English.

DRAFT

**THEME 9: GETTING AROUND**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>9.2 Reading</b></p>	<p><b>9.2.1 Reading comprehension</b> <b>9.2.2 Guided reading</b></p> <p><i>Transport; Identifying Common Means of transport.</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify mental images created from a text read,</p> <p>b) summarize the main idea from a text for information,</p> <p>c) develop a positive attitude towards reading for lifelong learning.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• participate in reading circles to read a text aloud on the theme,</li> <li>• describe the mental images created from texts read,</li> <li>• work jointly with peers to diagram the mental images from the texts to describe or summarisethe text,</li> <li>• prepare a summary on the main idea from the text,</li> <li>• share their summaries with peers for peer review,</li> <li>• organize their mental illustrations from texts in a portfolio.</li> </ul>	<p>Why are images thought to be worth a thousand words?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> is promoted as the learner participates works jointly in reading circles to read a text aloud on the theme.</li> <li>• <b>Creativity and imagination</b> is enhanced as the learner exchanges ideas that inspire creativity when working with peers to diagram the mental images from the texts to describe or summarisethe text.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Integrity</b> is promoted as the learner displays transparency by sharing their summaries with peers for peer review.</li> <li>• <b>Responsibility</b> is enhanced as the learner diligently organizes their mental illustrations from texts in a portfolio.</li> </ul>				

**Pertinent and Contemporary Issues (PCIs):**

**Economic issues** are addressed as the learner recognizes and appreciates different means of transport in their locality.

**Link to other subject:**

The learner is able to relate the concept summarising texts into images with their learning of art in Creative Arts and Sports.

**Assessment rubrics for reading strand.**

<b>Indicator \ Level</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
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 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.
Ability to read with fluency (smoothness, pace, pauses and intonation)	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 express intention and	The learner reads simple text with natural and smooth flow and at an appropriate pace all through most	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 texts with stilted and choppy flow through most parts of the texts. Pays attention to very few punctuations as pauses and intonation are misplaced.

	emotions. Makes no errors at all even in texts on unfamiliar topics.	part of the text. Pays attention to all 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.	punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes errors at in texts on unfamiliar topics and auto-corrects self.	
--	--	--	---	--



## STRAND 3.0: WRITING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Writing	<p><b>1.3.1 Guided writing</b></p> <p><i>Basic greetings for formal and informal contexts</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify vocabulary used in greetings and introduction,</p> <p>b) use a range of vocabulary to construct short sentences,</p> <p>c) develop interest in writing Arabic.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>collaborate with peers to underline vocabulary used in formal and informal greetings and introduction,</li> <li>copy nouns from a given display in groups,</li> <li>construct simple sentences on greetings and introduction,</li> <li>complete a broken dialogue on formal greetings and introduction,</li> <li>work jointly with peers to practice free writing to develop good handwriting.</li> </ul>	<p>Why do we use different words when greeting others in formal and informal contexts?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li><b>Creativity and imagination</b> is enhanced as the learner exchanges new ideas that inspire creativity when completing a broken dialogue on formal greetings and introduction.</li> <li><b>Self-efficacy</b> is promoted as learner shows defining personal skills set when working jointly with peers to practice free writing to develop good handwriting.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li><b>Unity</b> is promoted as the learner collaborates with peers to underline vocabulary used in formal and informal greetings and introduction.</li> </ul>				

- **Responsibility** is enhanced as the learner accepts constructive input when working jointly with peers to practice free writing to develop good handwriting.

**Pertinent and Contemporary Issues (PCIs):**

**Gender issues** are addressed as the learner appreciates themselves and the opposite gender while working in groups or pairs to achieve goals.

**Link to other subjects:**

The learner is able to relate the concept of greeting and introductions to the learning of polite language 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>2.3 Writing</b>	<b>2.3.1 Guided writing</b>  <i>Extended family; name, age and profession</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify features of neat and legible handwriting,</li> <li>use basic descriptive words in writing neat and legible paragraphs,</li> <li>appreciate the skill of writing for effective communication</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>work with peers to discuss features of a neat and legible handwriting,</li> <li>identify words used to describe members of the family and professions,</li> <li>write the descriptive words on a chart for display,</li> <li>use the descriptive words to write a paragraph neatly and legibly,</li> <li>share their written work with peers for assessment,</li> <li>put together a collection of neatly written work,</li> <li>collaborate with peers to organize their neat and legible work in a class portfolio.</li> </ul>	Why is it good to write clearly?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li><b>Creativity and imagination</b> is promoted as the learner shares new ideas that inspire creativity when writing a paragraph neatly and legibly.</li> <li><b>Self-efficacy</b> is promoted as the learner shows concerted attention when working with peers to discuss features of a neat and legible handwriting.</li> </ul>				
<b>Values:</b>				

**Responsibility** is promoted as the learner diligently takes up assigned roles to organize their neat and legible work in a class portfolio.

**Pertinent and Contemporary Issues (PCIs):**

**Social cohesion** is promoted as the learner works with others to peer assess their work on ensuring neat and legible handwriting for effective communication.

**Link to other subjects:**

The learner is able to relate the concept of neat and legible handwriting to the concept of neatness and legibility in English and Kiswahili.

**THEME 3: MY SURROUNDING**

<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>3.3.1 Paragraph writing</b>  <i>My Town</i> <i>Places in town</i>  <i>Essential places that are relevant to the learners</i>	By the end of the sub strand the learner should be able to: a) identify vocabulary related to the theme from a given text, b) compose a simple paragraph on the theme for effective communication, c) develop interest in writing Arabic.	The learner is guided to: <ul style="list-style-type: none"><li>• work with peers to pick out words related to their surrounding from a given display,</li><li>• build a vocabulary bank based on the theme,</li><li>• construct sentences using vocabulary on the theme,</li><li>• reorganize jumbled up sentences to form a coherent and neatly written paragraph based on the theme,</li><li>• collaborate with peers to play scrabble games forming simple words related to the theme.</li></ul>	How can you improve your writing skills in Arabic?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"><li>• <b>Critical thinking and problem solving</b> is enhanced as the learner analyses concepts by logical reasoning when reorganizing jumbled up sentences to form a coherent and neatly written paragraph.</li><li>• <b>Creativity and imagination</b> is enhanced as the learner exchanges new ideas that inspire creativity when playing scrabble games forming simple words related to the theme.</li></ul>				
<b>Values:</b> <b>Love</b> is enhanced as the learner displays trustworthiness when collaborating with peers to play scrabble games forming simple words related to the theme.				

**Pertinent and Contemporary Issues (PCIs):**

**Social cohesion** is promoted as the learner collaborates with peers with peers to play scrabble games for vocabulary building.

**Link to other subjects:**

The learner is able to relate the concept of vocabulary building to their learning of similar concepts in English and Kiswahili.

DRAFT

**THEME 4 : TIME**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>4.3 Writing</b>	<b>4.3.1 Guided writing</b>  <i>12 hour clock system in relation to the school timetable</i>	By the end of the Sub Strand, the learner should be able to: a) organize ideas coherently to express an opinion, feeling and thought, b) apply basic descriptive words in writing a simple paragraph, c) appreciate the skill of writing to express feeling and opinion.	The learner is guided to: <ul style="list-style-type: none"><li>• write sentences from various clock faces to tell time in relation to school events in groups,</li><li>• prepare a mind map displaying events in school or home that happen at different times,</li><li>• share the mind maps with peers for review,</li><li>• collaborate with peers to organize the ideas in a logical sequence and occurrence,</li><li>• write a coherent paragraph describing events using the sequenced ideas,</li><li>• collaborate with peers to compete in rearranging jumbled up parts of a paragraph to make a meaningful text on telling time.</li></ul>	How can you manage your time well?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"><li>• <b>Learning to learn</b> is promoted as the learner builds on their own learning experiences by sharing the mind maps with peers for review.</li></ul>				

- **Creativity and imagination** is promoted as the learner exchanges new ideas that inspire creativity when preparing a mind map displaying events in school or home that happen at different times.

**Values:**

**Unity** is enhanced as the learner collaborates with peers to organize the ideas in a logical sequence and occurrence.

**Pertinent and Contemporary Issues (PCIs):**

**Self management** is promoted as the learner practices time management skills when talking about telling time.

**Link to other subject:**

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



**THEME 5: FUN AND ENJOYMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>5.3 Writing</b></p>	<p><b>5.3.1 Guided writing-mechanics of writing</b></p> <p><i>Travel; Scenic spots and tourist attractions</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) apply appropriate punctuation marks in a written text,</p> <p>b) create a short imaginative writing to express feelings and ideas with correct punctuation,</p> <p>c) appreciate different Arabic writing styles.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• create flashcards with the various punctuation marks applied in arabic writing,</li> <li>• organize the flashcards in the class portfolio,</li> <li>• observe given pictures and write well punctuated sentences about travelling,</li> <li>• collaborate with peers to organize jumbled up sentences to make meaningful paragraphs,</li> <li>• punctuate a written text appropriately,</li> <li>• write a creative story with correct punctuation and share with peers,</li> <li>• review their stories and assess for correct punctuation and presentation,</li> <li>• submit their best texts for a writing competition or magazine for publishing.</li> </ul>	<p>How would texts be if there no punctuation marks?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity and imagination</b> is promoted as the learner exchanges new ideas that inspire creativity when writing a creative story with correct punctuation and share with peers.</li> </ul>				

- **Communication and collaboration** is promoted as the learner works jointly with peers to organize jumbled up sentences to make meaningful paragraphs

**Values:**

**Responsibility** is enhanced as the learner diligently organizes the flashcards in the class portfolio.

**Pertinent and Contemporary Issues (PCIs):**

**Self management** is promoted as the learner interacts with texts on constructive fun and enjoyment.

**Link to other subject:**

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

**THEME 6:FOOD AND DRINKS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>6.3 Writing</b></p>	<p><b>6.3.1 Guided writing</b></p> <p><i>kitchen Meal preparation: -Simple ingredients (salt, oil, pepper) Simple kitchen utensils (spoons, pots)</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) construct simple sentences correctly,</p> <p>b) use basic descriptive words in writing a simple poem,</p> <p>c) appreciate the skill of writing for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• create a vocabulary bank with words related to the theme,</li> <li>• practise writing simple sentences on kitchen items and meals legibly,</li> <li>• complete sentences using appropriate vocabulary on kitchen items and meals,</li> <li>• work jointly with peers to rearrange jumbled up sentences to make coherent and logic paragraphs.</li> <li>• derive words from the vocabulary list based on the theme to compose a simple poem,</li> <li>• collaborate with peers to memorize and recite the poem in class or during clubs and societies .</li> </ul>	<p>Why do we keep our utensils clean?</p>

**Core competencies to be developed:**

- **Critical thinking and problem solving** is promoted as the learner follows simple instructions to rearrange jumbled up sentences to make coherent and logic paragraphs.

- **Creativity and imagination** is enhanced as the learner exchanges new ideas that inspire creativity when memorizing and reciting the poem in class or during clubs and societies.

**Values:**

**Unity** is promoted as the learner works jointly to practise writing simple sentences on kitchen items and meals legibly.

**Pertinent and Contemporary Issues (PCIs):**

**Lifestyle** is addressed as the learner recognizes and appreciates different ways of preparing meals.

**Link to other subjects:**

The learner is able to relate the concept of poetry and its performance to their learning in Creative Arts and Sports.

<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>7.3 Writing</b>	<b>7.3.1 Guided writing-creative writing</b>  <i>Feelings and emotions; Expressing feelings, emotions and needs</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>construct simple sentences using acquired vocabulary,</li> <li>use basic descriptive words in a writing simple story,</li> <li>develop interest in artistic expression through writing.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>listen to audio recording and write vocabulary related to the theme,</li> <li>form sentences using descriptive words about feelings and emotions in small groups,</li> <li>share the sentences with their peers for review, <i>e.g I am hungry today</i></li> <li>compose a simple story using vocabulary based on the theme,</li> <li>identify verbs from texts in pairs,</li> <li>play a game of forming verbs from jumbled up letters</li> </ul>	How can you make a story more interesting in writing?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li><b>Critical thinking and problem solving</b> is promoted as the learner analyses concepts to form sentences using descriptive words about feelings and emotions in small groups.</li> <li><b>Digital literacy</b> is promoted as the learner interacts with digital materials when listening to audio recordings and writing vocabulary related to the theme.</li> </ul>				
<b>Values:</b> <b>Love</b> is promoted as the learner displays trustworthiness when playing a game of forming verbs from jumbled up letters.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				

**Self awareness is promoted as the learner is encouraged to** accept their feelings and emotions and express them confidently.

**Link to other subject:**

The learner is able to relate the concept of writing stories to their learning of creative texts in English and Kiswahili.

DRAFT

**THEME 8: WEATHER AND ENVIRONMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 Writing	<p><b>8.3.1 Guided writing- essay writing</b></p> <p><i>Identifying physical features within the environment</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify vocabulary related to the theme for comprehension,</p> <p>b) use acquired vocabulary in writing a simple essay,</p> <p>c) appreciate the skill of writing for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• make a list of vocabulary related to the theme,</li> <li>• organize the words in a portfolio for future reference,</li> <li>• work with peers to identify meaning of the new words,</li> <li>• fill gaps to complete simple sentences with suitable words related to physical features,</li> <li>• collaborate with peers to write a neat and coherent essay related to the theme,</li> <li>• share their essays with peers for review.</li> </ul>	<p>What tips can you use to develop neat handwriting?</p>
<p><b>Core competencies to be developed:</b></p> <p><b>Creativity and imagination</b> is promoted as the learner exchanges new ideas that inspire creativity when writing a neat and coherent essay related to the theme.</p> <p><b>Learning to learn</b> is promoted as the learner builds on their own learning experiences by sharing their essays with peers for review.</p>				
<p><b>Values:</b></p> <p><b>Responsibility</b> is promoted as the learner diligently organizes the words in a portfolio for future reference.</p>				

**Pertinent and Contemporary Issues (PCIs):**

Climate change is addressed as the learner interacts with texts and engages in discussion around weather and the environment.

**Link to other subjects:**

The learner is able to relate the concept of vocabulary building to their learning of similar concepts in English and Kiswahili.

DRAFT



**THEME 9: GETTING AROUND**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>9.3 Writing</b>	<b>9.3.1 Guided writing – creative writing</b>  <i>Transport; Identifying Common Means of transport.</i>	By the end of the Sub Strand, the learner should be able to: a) develop ideas logically in writing, b) compose a simple dialogue related to the theme, c) develop positive attitude towards writing Arabic.	The learner is guided to: <ul style="list-style-type: none"><li>• collaborate with peers to form simple sentences from substitution tables on means of transport,</li><li>• brainstorm ideas on the theme to create a simple dialogue,</li><li>• present the ideas logically in writing,</li><li>• write a dialogue on the theme,</li><li>• practise writing plays legibly and correctly during free times.</li></ul>	What are some of the challenges you face when composing paragraphs?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"><li>• <b>Creativity and imagination</b> is promoted as the learner exchanges new ideas that inspire creativity when writing a dialogue on the theme.</li><li>• <b>Citizenship</b> is enhanced as the promoted as the learner develops constructive dialogues when brainstorming ideas on the theme to create a simple dialogue.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>• <b>Unity</b> is enhanced as the learner strives to achieve a common goal when brainstorming ideas on the theme to create a simple dialogue.</li></ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <b>Nationalism</b> is promoted as learners embrace varied and divergent opinions when brainstorming ideas.				
<b>Link to other subject:</b> The learner is able to relate the concept developing ideas logically to their learning of similar concepts in English.				

## Assessment Rubrics

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to write clear and readable texts	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through. Text looks like a typed Microsoft office word document.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through.	The learner writes readable texts paying attention to neatness in most parts of the text. Letters in most of the words are correctly spaced and sized within the lines. Some abnormal spacing of words within sentences is visible.	The learner writes texts that are not easily readable. Neatness is not maintained all through. Letters in most of the words are incorrectly spaced and sized within the lines. Frequent abnormal spacing of words within sentences is visible.
Ability to write texts using correct language structures and vocabulary	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: COMMUNITY SERVICE LEARNING PROJECT

### Introduction

In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake **one common** integrated class CSL project following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	<p><b>Problem Identification</b></p> <p>Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be:</p> <ul style="list-style-type: none"><li>• Environmental degradation</li><li>• Lifestyle diseases, Communicable and non-communicable diseases</li><li>• Poverty</li><li>• Violence and conflicts in the community</li><li>• Food security issues</li></ul>

Milestone 2	<p><b>Designing a solution</b></p> <p>Learners create an intervention to address the challenge identified.</p>
Milestone 3	<p><b>Planning for the Project</b></p> <p>Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution</p>
Milestone 4	<p><b>Implementation</b></p> <p>The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p>Showcasing /Exhibition and Report Writing</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 learnings from feedback</p>
Milestone 6	<p>Reflection</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>

**NOTE:** The milestones will be staggered across the 3 terms of the academic calendar.

## **Assessment of CSL integrated Project**

Assessment for the integrated CSL project 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 project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured.

DRAFT

**APPENDIX 2: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES.**

<b>Strand</b>	<b>Suggested learning resources</b>	<b>Suggested assessment methods</b>	<b>Non- formal activities</b>
<b>1.0 Listening and Speaking.</b>	<ul style="list-style-type: none"> <li>• Flashcards.</li> <li>• Pictures.</li> <li>• Images.</li> <li>• Drawings.</li> <li>• Audio and video recordings.</li> <li>• Internet.</li> <li>• Course books.</li> <li>• DVD players.</li> <li>• Listening texts.</li> <li>• TV.</li> <li>• Charts.</li> <li>• Projectors.</li> <li>• Laptops.</li> <li>• Radio.</li> <li>• Magazines.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play.</li> <li>• Discussions.</li> <li>• Observations.</li> <li>• Projects.</li> <li>• Learning logs.</li> <li>• Quizzes.</li> <li>• Portfolios.</li> <li>• Multiple choices.</li> <li>• Exit or Admit stamps.</li> <li>• Total Physical Response.</li> <li>• Peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Kenya Music Festival.</li> <li>• Arabic language Clubs.</li> <li>• Tandem (face-to-face or electronic) and intercultural learning.</li> <li>• School Open Days.</li> <li>• Exchange Programs.</li> <li>• Language Days.</li> <li>• Inter-House Competitions.</li> <li>• Inter-Class Competitions.</li> <li>• Inter-School Contests.</li> </ul>
<b>2.0 Reading.</b>	<ul style="list-style-type: none"> <li>• Reading texts.</li> <li>• Flashcards.</li> <li>• Pictures.</li> <li>• Images.</li> <li>• Drawings.</li> <li>• Poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud.</li> <li>• Discussions.</li> <li>• Observations.</li> <li>• Quizzes.</li> <li>• Portfolio.</li> <li>• Reading for fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• School Open Days.</li> <li>• Kenya Music Festival.</li> <li>• Arabic language Clubs.</li> <li>• Exchange Programs.</li> </ul>

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

<b>4.0 Language structures.</b>	<ul style="list-style-type: none"> <li>• Libraries.</li> <li>• Projectors.</li> <li>• Course books.</li> <li>• Internet.</li> <li>• Charts.</li> <li>• Pictures.</li> <li>• Drawings.</li> <li>• Illustrations.</li> <li>• Newspapers.</li> <li>• Maps.</li> <li>• Chalkboard.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations.</li> <li>• Writing texts.</li> <li>• Construction of sentences.</li> <li>• Designing games.</li> <li>• Discussions.</li> <li>• Role play.</li> <li>• Checklists.</li> <li>• Quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>• Arabic language Clubs.</li> <li>• Tandem (face-to-face or electronic) and intercultural learning.</li> <li>• Language Days.</li> <li>• School Open Days.</li> <li>• Kenya Music Festival.</li> <li>• Exchange Programs.</li> <li>• Inter-House Competitions.</li> <li>• Inter-Class Competitions.</li> <li>• Inter-School Contests.</li> </ul>
---------------------------------	---	--	---