



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

ARABIC

GRADE 9

First published 2024

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TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION.....	iv
LESSON ALLOCATION AT JUNIOR SCHOOL.....	vi
LEARNING OUTCOMES FOR JUNIOR SCHOOL.....	vii
ESSENCE STATEMENT	vii
GENERAL LEARNING OUTCOMES.....	viii
STRAND 1.0: LISTENING AND SPEAKING.....	1
STRAND 2.0: READING	17
STRAND 3.0: WRITING.....	31
APPENDIX 1: COMMUNITY SERVICE LEARNING (CSL) AT GRADE 9	43

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
Total		40 +1

LEARNING OUTCOMES FOR JUNIOR SCHOOL

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 in society effectively.
- i) 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 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:

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

STRAND 1.0: LISTENING AND SPEAKING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening and Speaking	1.1 Active listening 1.2 oral expression <i>Basic greetings formal and polite context.</i>	By the end of the sub strand the learners should be able: a) listen to text for information and pleasure, b) communicate ideas, opinions and emotions adequately and appropriately in various situation, c) develop interest in listening to Arabic text.	Learner is guided to: <ul style="list-style-type: none"> listen to a conversation on greetings in formal situations and dramatize in groups e.g (<i>assalamu aleikum , sabahal-kheirs,masala-kheir ,maa ismuka?, keyfa haaluka? ” anaa masruurun biliqaika. Shukran</i>) respond appropriately to formal greetings and apply active listening strategies such as: <i>facing the speaker, maintaining eye contact; nodding, being attentive and summarising</i> practice using polite language to speak fluently and confidently in pairs e.g <i>May I .../ Can I borrow your pen please?</i> <i>“Sorry”</i> 	Why do you think people don't like to listen to others carefully?

			<i>“Excuse me please?”</i>	
<p>Core competencies: Communication and collaboration: As learners develop listening skills through listening keenly to oral presentations to extract ideas.</p>				
<p>Values: Love: As learners portray caring attitudes as they act out greetings.</p>				
<p>Pertinent and contemporary issues: Gender issues: As learner feels good and appreciates differences in gender.</p>				
<p>Link to other subjects: The learner is able to relate this concept about greetings and introduction as taught in all other languages.</p>				

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THEME 2 : FAMILY				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening and Speaking	1.1 active listening 1.2 oral expression <i>Nuclear and Extended family;</i> <i>name, age, profession and places of work.</i>	By the end of the sub strand, the learner should be able to: a) gather key ideas from spoken text on a given context, b) communicate ideas, opinions and emotions adequately and appropriately in various situation, c) appreciate the roles of extended family members.	Learner is guided to: <ul style="list-style-type: none"> • listen and respond confidently to simple questions about nuclear and extended family members <i>i.e name, age profession</i> • describe the family members and their professions using related vocabulary. • talk about their nuclear and extended family members in groups for enjoyment 	What are some of the situations when you are supposed to listen actively?
Core competencies: Communication and collaboration: As learners develop listening skills through listening keenly to oral presentations to extract ideas. Self-efficacy: As learner expresses himself/herself confidently while talking about his/her immediate family members.				
Values: Integrity: As learner displays honesty while answering simple questions on family members.				
Pertinent and contemporary issues: Gender issues: As learners demonstrate harmonious coexistence with other gender both in school and at home.				
Link to other subjects: The learner is able to relate this concept about family as covered in social studies.				

THEME 3: MY SURROUNDINGS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening and Speaking	1.1 active listening 1.2 oral expression <i>The countryside</i> <ul style="list-style-type: none"> • <i>Pets, farm animals, and Wild animals.</i> • <i>Saying simple descriptions of animals (Size and character).</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) gather key ideas from spoken text on a given context, b) communicate ideas, opinions and emotions adequately and appropriately in various situation, c) appreciate the roles of extended family members. 	Learner is guided to: <ul style="list-style-type: none"> • watch an audio-visual recordings about animals and birds, ask and answer questions in pairs • listen attentively to presentation and identify vocabulary on animals and birds in groups. • engage in guided dialogue on describing animals and birds of their choice in groups. 	What are the strategies of active listening?
<p>Core competencies:</p> <p>Communication and collaboration: As learners develop listening skills through listening keenly to oral presentations to extract ideas.</p> <p>Self-efficacy: A Self-awareness skills portrayed as learner confidently expresses himself/herself while talking about animals and birds.</p>				
<p>Values:</p>				

Respect: As learners appreciate diverse opinions while participating in conversations.

Pertinent and contemporary issues:

Economic resources: As learners identify and appreciate different animals and birds found in their locality.

Link to other subjects: The learner is able to relate this concept about animals and birds as covered in integrated science.

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THEME 4: TIME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening and Speaking	1.1 active listening 1.2 oral expression 1.3 Imitative speaking Routine <ul style="list-style-type: none"> ● <i>Telling daily routine/ schedule in relation to time at home</i> ● <i>Planning activities for a week.</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) gather key ideas from spoken text on a given context, b) apply acquired phrases and sentences to express opinions, feelings and thoughts, c) appreciate speaking skills to convey a message. 	Learner is guided to: <ul style="list-style-type: none"> • Observe and discuss daily routine and answer questions in groups • make oral presentation using simple sentences on routine and schedules in groups 	What is the importance of keeping routine?
Core competencies: Communication and collaboration: As learners develop listening skills through listening keenly to oral presentations to extract ideas. Self-efficacy: As learner confidently expresses himself/herself while telling time.				
Values: Respect: As learner shows positive regard for self and others while working in groups.				
Pertinent and contemporary issues: Citizenship: as learners practice time management skills when talking about telling time.				
Link to other subject: The learner is able to link this concept as taught in English and Math.				

THEME 5: FUN AND ENJOYEMENT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening and Speaking	1.1 active listening 1.2 oral expression <i>Making plans and dates</i> <i>Expressing intentions to do a fun activity at a specific time:eg</i> <i>When and where am I meeting my friend?</i> <i>I will.....</i> <i>I plan to.....</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) appreciate listening for information to generate ideas.	Learner is guided to: <ul style="list-style-type: none"> listen attentively to an audio presentation about making plans and appointments and answer questions in groups Role-play dialogue about making plans and appointment. e.g <i>making appointments e.g. "Are you available next week?"</i>; <i>Are you free on the 20th?</i> <i>"I am sorry I won't be able to see the doctor today, can you please book me for tomorrow at 09:30?"</i> 	How does poor listening habit affect communication?
Core competencies: Communication and collaboration: : As learners develop listening skills through listening keenly to oral presentations to extract ideas Self-efficacy: As learner confidently expresses himself/herself while talking about making plans and appointment.				
Values: Respect: As learner shows positive regard for self and others while working in groups.				
Pertinent and contemporary issues: Economic resources: As learner practices making plans and appointment to safe time.				

Link to other subject: Learning this concept enhances understanding of time as covered in Mathematics and English.

THEME 6: FOOD AND DRINKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening and Speaking	1.1 listening for information 1.2 interactive speaking <i>Eating out</i> <i>Ordering food in the restaurant (use of polite language e.g. please, thank you, kindly I would like/ may I have etc. cutlery, quantities e.g a cup of tea, two plates of rice)</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"> • Listen to a conversation about ordering food in restaurant and answer questions in groups • identify particles (harf) from given sentences and pronounce them correctly in pairs • role-play ordering food in restaurant to speak fluently and confidently, using appropriate vocabulary in groups • use appropriate pronunciation and intonation in asking and answering questions 	How do you identify harf (particles) in a sentence?
Core competencies: Communication and collaboration: As learners actively participate in sharing their ideas, engage in conversation with others by listening to and learning from others.				
Self-efficacy: As learners conduct a conversation in pairs using various vocabularies to express opinions.				
Values:				

Peace: As learners work peacefully with others with an attitude of tolerance and collaboration.

Pertinent and contemporary issues:

Economic resources: As learners recognize and appreciate different things found in the restaurant.

Link to other subjects: Learning this concept enhances understanding polite language as covered in English.

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THEME 7: MY BODY				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening and Speaking	1.1 listening for information 1.2 interactive speaking <i>At the doctor</i> <i>Expressing state of health</i> <i>I am sick/ I am unwell/ I have My.....is aching</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> use appropriate pronunciation and intonation in asking and answering questions, use variety of words to describe different situations and events, develop interest in interactive speaking. 	Learner is guided to: <ul style="list-style-type: none"> listen and pronounce particles (harf) correctly in groups dramatize a short play on visiting the doctor in groups. Ask and answer questions using the correct pronunciation and intonations in small groups 	What do you consider when listening for information?
Core competencies: <ul style="list-style-type: none"> Communication and collaboration: As learners clearly and effectively describe their feelings and emotions. Self-efficacy: As learners ask and answer questions in pairs using correct pronunciation and intonation to express feelings and emotions. 				
Values: Respect: As learner shows positive regard for self and others while working in groups.				
Pertinent and contemporary issues: Health promotion: As learners accept their feelings and emotions to exercise patience and self-control.				
Link to other subject: Learning this concept enhances understanding about health issue as covered in integrated science.				

THEME : 8 WEATHER AND ENVIRONMENT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening and Speaking	1.1 listening for information 1.2 interactive speaking	By the end of the sub strand, the learner should be able to: a) gather key ideas from spoken text on a given context, b) apply acquired phrases and sentences to express opinions, feelings and thoughts, c) develop interest in speaking skills.	Learner is guided to: <ul style="list-style-type: none"> • watch a video presentation and identify different activities people carry out in relation to weather and environment in groups • observe and discuss picture displays and identify different activities people carry out in relation to weather and environment in groups • use appropriate pronunciation and intonation in asking and answering questions and identify different activities people carry out in their locality in groups. E.g <i>farming, fishing, rearing animals, trading etc</i> 	How does poor listening habit affect your communication?
<p>Core competencies: Communication and collaboration: As learners contribute to group discussions and participate actively in the activity. Digital literacy: As learners use digital learning platforms to access learning resources.</p>				
<p>Values: Peace: As learners show patience and tolerance while working in groups.</p>				
Pertinent and contemporary issues:				

Economic resources: As learners recognize and appreciate different activities people carry out in their locality like fishing and farming.

Link to other subject: Learning this concept enhances understanding about environmental issues as covered in integrated science.

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THEME 9: GETTING AROUND				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening and Speaking	1.1 listening for information 1.2 interactive speaking <i>Direction and location</i> <i>Asking and giving directions; in the locality.</i> - <i>Where is?</i> - <i>turn, go, cross,</i> - <i>left, right, ahead,</i> <i>cardinal points.</i>	By the end of the sub strand, the learner should be able to: a) gather key ideas from spoken text on a given context, 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"> listen attentively to an audio presentation on directions and locations and answer questions in groups listens and responds to instruction given by the teacher or a learner on following directions e.g <i>turn right, turn left, go straight, stop etc</i> play direction games to practice direction and location in groups 	What factors affect your speaking ability?
Core competencies: Communication and collaboration: As learners develop listening skills through listening keenly to a short presentation and answer questions orally. Digital literacy: As learners interact with digital devices and access digital learning resources.				
Values: Respect: As learner show positive regard for self and others while working in groups.				
Pertinent and contemporary issues: Social issue: As learners appreciate direction and location so as to be more aware of their safety and security.				
Link to other subject: Learning this concept enhances understanding about giving directions as it is covered in English.				

Assessment rubrics for listening and speaking

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use vocabulary and expressions to probe and engage in oral interactions	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions; attempts to use a variety of vocabulary and expressions synonymous to the targeted ones.	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses some of the targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses very few of the targeted vocabulary and expressions to probe and engage in oral interactions
Ability to maintain correct spoken language patterns (pronunciation, intonation, rhythm and pacing) in oral expression	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. Makes successful attempts at using colloquial and idiomatic expressions.	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. Communication is clear and fluid.	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time in oral expression. Makes a few errors at times that may interfere with communication	The learner maintains correct pronunciation, intonation, rhythm and pacing on rare occasions in oral expression. Makes many errors most of the time that interfere with communication

<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</p>	<p>The learner is always willing to start and/or participate in meaningful oral interactions with</p>	<p>The learner is always willing to start and/or participate in meaningful oral interactions with</p>	<p>The learner is at times hesitant to start and/or participate in meaningful oral interactions with</p>	<p>The learner is mostly hesitant to start and/or participate in meaningful oral interactions with</p>

participate in oral interactions	people in their surroundings. Encourages others to engage in oral interactions.	people in their surroundings.	people in their surroundings.	people in their surroundings.
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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)
2.0 Reading	2.1 Reading fluency <i>Basic greetings formal and polite context</i>	By the end of the sub strand, the learner should be able to: a) demonstrate increased fluency, speed and accuracy when reading, b) read a variety of texts in order to extract information, c) develop interest in reading Arabic sentences for enjoyment.	Learner is guided to: <ul style="list-style-type: none"> • read aloud short sentences on formal greetings in groups while observing the correct pronunciation of intonation and stress on words • read simple sentences and circle particles (harf) in pairs • practice reading from variety of texts for fluency in reading at home 	How can you attain fluency in reading?
<p>Core competencies:</p> <p>Learning to learn: As learners work collaboratively and continuously with others in reading texts to acquire new skills.</p> <p>Critical thinking and problem solving: As learners read texts that will allow formation of mental images and scenarios.</p>				
<p>Values:</p> <p>Unity: As learners strive to achieve common goals in doing given tasks.</p>				
<p>Pertinent and contemporary issues:</p> <p>Citizenship: As learners accommodate and show kindness to each other as they work in groups.</p>				
<p>Link to other subjects: Learner link greetings and introductions that is also covered in English.</p>				

THEME 2: FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Reading	<p>2.1 Reading fluently <i>Nuclear and Extended family;</i> <i>name, age and profession and places of work</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify familiar key words, phrase from a particular text , read using appropriate intonation, stress and pronunciation, appreciate reading strategies to acquire reading skills. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> read texts and underline words and phrases related to nuclear and extended family members in groups. read simple sentences and circle particles (harf) in sentences in pairs take-turn reading short conversation about nuclear and extended family members in groups Compete in reading sentences for enjoyment. 	<p>How can you show love to your family members?</p>

Core competencies:

Learning to learn: As learners work collaboratively with others in reading texts.

Critical thinking and problem solving: As learners read texts that will allow formation of mental images and scenarios.

Values:

Responsibility: As learners engaged in assigned duties of rearranging words to form meaningful sentences.

Pertinent and contemporary issues

Citizenship: As learners accommodate and show kindness to each other as they work in groups.

Link to other subjects: The learner is able to link this concept of family as covered in social studies.

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THEME 3: MY SURROUNDINGS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Reading	<p>2.1 Reading fluently <i>The countryside</i></p> <p><i>Pets, farm animals and Wild animals</i></p> <p><i>Saying simple descriptions of animals (Size and character)</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) read short and simple sentences fluently and in good pace,</p> <p>b) apply appropriate intonation, stress and pronunciation when reading texts,</p> <p>c) develop interest in reading Arabic for pleasure and understanding.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • read aloud short text on animals and birds fluently in groups • compete in reading vocabulary and phrases about animals and birds in groups. • read pictures showing different animals and bird. 	<p>How can you assist your classmate who has reading problem?</p>
<p>Core competencies:</p>				
<p>Learning to learn: As learners work collaboratively with others in reading texts.</p>				
<p>Critical thinking and problem solving: As learners read texts that will allow formation of mental images and scenarios.</p>				
<p>Values:</p>				
<p>Unity: As learners display team spirit while competing in reading activities.</p>				
<p>Pertinent and contemporary issues:</p>				
<p>Economic resources: As learners identify and appreciate different animals and birds found in their locality.</p>				
<p>Link to other subjects: Learning this concept contributes to learning about animals and birds as covered in Social Studies.</p>				

THEME 4: TIME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Reading	2.1 Reading fluently Routine <ul style="list-style-type: none"> ● Telling daily routine/ schedule in relation to time at home ● Planning activities for a week 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) read short and simple sentences fluently, 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"> • engage in reading short sentences on routine and schedules and identify vocabulary and phrases related to it • read a given passage while focusing on correct pronunciation of particles (harf) in pairs • read text of their interest independently during free time 	How can you improve your pace reading Arabic?
Core competencies: Learning to learn: As learners work collaboratively with others in reading texts. Critical thinking and problem solving: As learners read texts that will allow formation of mental images and scenarios.				
Values: Unity: As learners display team spirit while competing in reading activities.				
Pertinent and contemporary issues: Citizenship: as learners practice time management skills when talking about telling time.				

Link to other subject: Learning this concept contributes to learning about routines as covered in English.

THEME 5: FUN AND ENJOYEMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Reading	<p>2.1 Reading fluently <i>Making plans and dates</i></p> <p><i>Expressing intentions to do a fun activity at a specific time: When and where am I meeting my friend? I will..... I plan to.....</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) demonstrate increased fluency, speed and accuracy when reading,</p> <p>b) read a short passage with proper intonation and stress confidently with appropriate speed,</p> <p>c) develop interest in reading Arabic texts.</p>	<p>Learner:</p> <ul style="list-style-type: none"> • reads arrange of texts aloud about making plans and appointments and answer questions in pairs • read a given passage while focusing on correct pronunciation of harf (particles) in pairs • participate in a reading competition for enjoyment and leisure in groups • independently read Arabic materials during free time at home 	<p>Why is it good to make plans before carry out an activity?</p>

Core competencies:

Learning to learn: As learners work collaboratively with others in reading texts.

Critical thinking and problem solving: As learners read texts that will allow formation of mental images and scenarios.

Values:

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

Pertinent and contemporary issues:

Economic resources: As learners appreciate and recognize the importance of making plans.

Link to other subject: Learning this concept enhances understanding about time as covered in Mathematics and English.

THEME 6: FOOD AND DRINKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Reading	2.1 Reading fluently <i>Eating out</i>	By the end of the sub strand the learner should be able to: a) demonstrate increased fluency, speed and accuracy when reading, b) read a short passage with proper intonation and stress confidently, c) develop interest in reading Arabic texts.	Learner is guided to: <ul style="list-style-type: none"> • read aloud vocabulary and phrases with appropriate pronunciation on ordering food in restaurant in group,. • compete reading sentences to practice fluency in small groups. • in groups read and derive meaning from simple sentences on ordering food. • read variety of text independently during free time 	How do poor reading habits affect learning?

Core competencies:

Communication and collaboration: As learners read short texts aloud with the appropriate pace, accuracy and expression.

Self-efficacy: As learners appropriate reading text independently during free time.

Values:

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

Pertinent and contemporary issues:

Economic resources: As learners recognize and appreciate different things found in the restaurant.

Link to other subjects: Learning this concept enhances understanding polite language as covered in English.

THEME 7: MY BODY				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Reading	2.1 Reading aloud 2.2 Guided reading At the doctor Expressing state of health I am sick/ I am unwell/ I have My.....is aching	By the end of the sub strand, the learner should be able to: a) demonstrate ability to read given texts with ease and confidence for active reading, b) read a simple text fluently for comprehension, c) develop interest in reading variety of sentences for correct pronunciation.	Learner is guided to: <ul style="list-style-type: none"> • reads aloud short dialogue about at the doctor and answer questions in pairs • read words and phrases related to health states in pairs • engage in reading activities for fluency and understanding with assistance from parents. 	Why is reading important?
Core competencies: Communication and collaboration: As learners read texts aloud with the appropriate pace, accuracy and expression. learning to learn: As learner reads appropriate text independently during free time				
Values: Unity: As learners display team spirit while working with others.				
Pertinent and contemporary issues: Health promotion: As learners accept their feelings and emotions to exercise patience and self-control.				
Link to other subject: learning this concept enhances understanding about health issues as covered in integrated science.				

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Reading	<p>2.1 Reading for understanding</p> <p><i>My environment</i></p> <p><i>Describing activities people do in relation to weather and environment (farming, fishing, swimming.....)</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 to extract information,</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"> • practice reading short passages on different activities people carry out in relation to weather and environment, from digital devices or any other reading materials and answer questions in pairs • read sentences and identify vocabulary and phrases related to different activities people carry out in the locality in groups • take turns participating in speed reading competition for understanding and enjoyment 	<p>How can you improve your ability to read text for information?</p>

Core competencies:

Learning to learn: As learner is motivated to read texts continuously to gain knowledge.

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

Values:
Unity: As learners display team spirit while competing in reading activities.
Pertinent and contemporary issues:
Economic resources: As learners recognize and appreciate to identify different activities people carry out in their locality.
Link to other subjects: learning this concept enhances understanding about economic activities as covered in social studies.

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THEME 9: GETTING AROUND

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Reading	<p>2.1 Reading for information</p> <p><i>Direction and location</i></p> <p><i>Asking and giving directions; in the locality</i></p> <ul style="list-style-type: none"> - where is? - turn, go, cross, - left, right, ahead, cardinal points 	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) reads texts with proper intonation and pronunciation, b) demonstrate comprehension reading simple texts, c) develop a positive attitude towards reading. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • read aloud texts on direction and location and answer questions in a small group. • assist each other in reading simple sentences and identifying vocabulary on direction and location in groups • participate in reading circles by reading aloud dialogue on giving directions and location in small groups 	<p>What tips can you give to a classmate who has reading difficulty?</p>
Core competencies				
<p>Core competencies:</p> <p>Communication and collaboration: The reading skills is enhanced as learner reads text with proper intonation and pronunciation.</p> <p>Self-efficacy: As learners participate in reading circles by reading texts aloud.</p>				
<p>Values:</p> <p>Unity: As learners display team spirit while competing in reading activities.</p>				

Pertinent and contemporary issues:

Social issue: As learners appreciate direction and location so as to be more aware of their safety and security.

Link to other subject: Learning this concept enhances understanding about giving directions as it is covered in English.

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Assessment rubrics for reading

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to pronounce words in contexts for accuracy in reading	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning. Makes no errors of pronunciation even for texts on unfamiliar topics.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning.	The learner makes a few errors of pronunciation of words in simple texts on familiar topics. Errors may hamper the ability to convey the intended meaning.	The learner makes many errors of pronunciation of words in simple texts on familiar topics. Errors greatly hamper the ability to convey the intended meaning.
Ability to read with fluency (smoothness, pace, pauses and intonation)	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes no errors at all even	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors in texts	The learner reads simple texts with natural and smooth flow and at an appropriate pace through most parts of the texts. Pays attention to most of the punctuations and applies appropriate pauses and intonation to express intention and emotions.	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.

	in texts on unfamiliar topics.	on unfamiliar topics and auto-corrects self in the few errors made.	Makes many errors in texts on unfamiliar topics and is unable to auto-corrects self.	
Ability to read and understand simple texts	The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.	The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.	The learner interprets most of the questions in context and gives correct answers to most of them. Vocabulary used in giving responses to questions is limited but sufficient.	The learner interprets few questions in context and gives correct answers to a few of them. Vocabulary used in giving responses to questions is very limited but insufficient.

STRAND 3.0: WRITING

THEME 1: GREETINGS AND INTRODUCTION				
Strad	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 Writing	3.1 Guided writing <i>Basic greeting formal and polite context.</i>	By the end of the sub strand, the learner should be able to: a) organize ideas coherently to express opinion, feelings and thoughts, 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"> • construct simple sentences on formal greeting to express their feelings in groups • copy and complete sentences related to formal greetings • practice free writing to improve and develop good handwriting in groups 	Why is greeting important?
<p>Core competencies: Creativity and imagination: As learners write simple sentences clearly and correctly to express their feelings and opinions. Self-efficacy: As learners confidently write sentences neatly and legibly.</p>				
<p>Values: Unity: As learner cooperates with others to achieve common goal.</p>				
<p>Pertinent and contemporary issues: Citizenship: As learners accommodate and show kindness to each other as they work in groups.</p>				
<p>Link to other subjects: Learning greetings and introductions builds on the same concept as covered in English language.</p>				

THEME 2: Family				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 Writing	3.1 Guided writing <i>Nuclear and Extended family;</i> <i>name, age, profession and places of work.</i>	By the end of the sub strand, the learner should be able to: a) identify familiar words, phrases and sentences, from given text, b) write a variety of sentences accurately, c) develop interest in writing Arabic.	Learner is guided to: <ul style="list-style-type: none"> • work in pairs and write familiar words, phrases about nuclear and extended family members from a given display • construct sentences using vocabulary on nuclear and extended family members in pairs • play scrabble games forming simple sentences related to family members in groups. 	Why is it good to write clearly?
Core competencies:				
Creativity and imagination: As learners write simple sentences clearly and correctly to express their feelings and opinions.				
Self-efficacy: As learners confidently write sentences neatly and legibly.				
Values:				
Responsibility: As learners perform assigned activities as expected.				
Pertinent and contemporary issues				
Citizenship: As learners accommodate and show kindness to each other as they work in groups.				
Link to other subjects: Learning family builds on the concept of family covered in social studies.				

THEME 3: MY SURROUNDINGS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 Writing	3.1 Guided writing The countryside Pets, farm animals and Wild animals <i>Saying simple descriptions of animals (Size and character)</i>	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> construct simple sentences on a given context correctly, use basic descriptive words in writing simple sentence, appreciate the skills of writing for effective communication. 	Learner is guided to: <ul style="list-style-type: none"> complete sentences with words on animals and birds in pairs write simple sentences about animals and birds in pairs and share with their peers for review use pictures display to write short composition about different animals and birds and share with their peers in groups. 	How can you improve your writing skills in Arabic?
Core competencies: Communication and collaboration: As learners clearly and coherently describe situations and events. Creativity and imagination: As learners explore and make connections while writing short compositions about given topic.				
Values: Responsibility: as learner is engaged in assigned duties in writing simple sentences.				
Pertinent and contemporary issues: Economic resources: As learners identify and appreciate different animals and birds found in their locality.				
Link to other subjects: Learning this concept contributes to learning about animals and birds as covered in English.				

THEME 4: TIME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 Writing	3.1 Guided writing Routine • <i>Telling daily routine/ schedule in relation to time at home</i> <i>Planning activities for a week</i>	By the end of the sub strand, the learner should be able to: a) organize ideas coherently to express opinion, feelings and thoughts, b) apply basic descriptive words in writing simple sentence, c) appreciate the skills of writing to express feelings and opinions.	Learner is guided to: <ul style="list-style-type: none"> • observe the school routine and write simple sentences in groups • Compete rearranging jumbled parts of sentences to make meaningful texts in groups. • fill in sentences using vocabulary related to routine and schedule in pairs • think-pair-share to prepare school routine 	How can you manage your time well?
Core competencies: Communication and collaboration: As learner clearly and coherently describe situations and events. Creativity and imagination: As learners explore and make connections while writing short sentences about given topic.				
Values: Responsibility: As learner is engaged in assigned duties in writing simple sentences.				
Pertinent and contemporary issues: Citizenship: As learners practice time management skills when talking about telling time.				
Link to other subject: Learning this concept contributes to learning about routines as covered in English.				

THEME 5: FUN AND ENJOYEMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<p>3.0 Writing</p>	<p>3.1 Guided writing <i>Making plans and dates</i></p> <p><i>Expressing intentions to do a fun activity at a specific time: When and where am I meeting my friend? I will..... I plan to.....</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) create short personal and imaginative writings to express feeling and ideas, b) construct simple sentences using arrange of acquire vocabulary correctly, c) appreciate different Arabic writing styles.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • construct sentences using vocabulary related to making plans and appointments in pairs • compete rearranging jumbled parts of sentences to make meaningful sentence in small groups. • use substitution table to form meaningful sentences in groups and share with peers. 	<p>How can you develop a good handwriting?</p>
<p>Core competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: as learners use substitution table to form meaningful sentences in groups. • Communication and collaboration: As learners write accurately simple correct sentences to express their opinions and feelings. 				
<p>Values: Responsibility: as learner is engaged in assigned duties in writing simple sentences</p>				

Pertinent and contemporary issues:

Economic resources learner will appreciate and recognize the importance of making plans

Link to other subject: Learning this concept enhances understanding about time as covered in Mathematics and English.

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THEME 6: FOOD AND DRINKS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 Writing	3.1 Guided writing Eating out	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> construct simple sentences correctly, use basic descriptive words in writing simple sentence, appreciate the skill of writing for effective communication. 	Learner is guided to: <ul style="list-style-type: none"> practise writing simple sentences on kitchen items and meals legibly and correctly in pairs complete sentences using appropriate vocabulary on kitchen items and meals. use jumble up the sentences to making up sensible paragraph in pairs 	Why do we keep our utensils clean?
Core competencies:				
Critical thinking and problem solving: As learners solve problems by coming up with sensible paragraph.				
Learning to learn: As learners build on their learning experiences through practicing writing sentences legibly.				
Values:				
Unity: As learners display team spirit while competing in reading activities.				
Pertinent and contemporary issues:				
Economic resources: as learners recognize and appreciate different things found in the kitchen.				
Link to other subjects: learning this concept enhances understanding about kitchen items and meals as taught in Agriculture and Nutrition.				

THEME 7: MY BODY				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 Writing	3.1 Guided writing <i>At the doctor</i> <i>Expressing state of health</i> <i>I am sick/ I am unwell/ I have My..... is aching</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) develop interest in artistic expression through writing.	Learner is guided to: <ul style="list-style-type: none"> listen to audio recording and write vocabulary on health status form sentences using descriptive words about to express their health status in groups and share with their peers <i>e.g I am sick today etc</i> Play a game of forming words from jump letters 	What are some of the ways you can improve your handwriting?
Core competencies:				
Critical thinking and problem solving: As learners use descriptive words to express feelings and emotions.				
Values:				
Responsibility: As learners engaged in assigned duties in writing simple sentences.				
Pertinent and contemporary issues:				
Health promotion: As learners accept their feelings and emotions to exercise patience and self-control.				
Link to other subject: Learning this concept enhances understanding about of health issue as covered in integrated science.				

THEME 8: WEATHER AND ENVIRONMENT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 LISTENING and SPEAKING	1.1 listening for information 1.2 interactive speaking <i>My environment</i> <i>Describing activities people do in relation to weather and environment (farming, fishing, swimming.....)</i>	By the end of the sub strand, the learner should be able to: a) gather key ideas from spoken text on a given context, b) apply acquire phrases and sentences to express opinion, feelings and thoughts, c) develop interest in speaking skills.	Learner is guided to: <ul style="list-style-type: none"> • watch a video presentation and identify different activities people carry out in relation to weather and environment in groups • observe and discuss picture displays and identify different activities people carry out in groups • use appropriate pronunciation and intonation in asking and answering on identify different activities people carry out in their locality in small groups. E.g <i>farming, fishing, rearing animals, trading etc</i> 	How do poor listening habit affect your communication?
Core competencies:				
Communication and collaboration: As Learner contributes to group discussions and participates actively in the activity.				
Digital literacy: As learners use digital learning platforms to access learning resources.				
Values:				
Peace: As learners show patience and tolerance while working in groups.				
Pertinent and contemporary issues:				
Economic resources: As learners recognize and appreciate to identify different activities people carry out in their locality.				
Link to other subjects: Learning this concept enhances understanding of economic activities as covered in social studies.				

THEME 9: GETTING AROUND				
STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
3.0 Writing	3.1 Guided writing <i>Direction and location</i> <i>Asking and giving directions; in the locality</i> - <i>where is?</i> - <i>turn, go, cross,</i> - <i>left, right, ahead, cardinal points</i>	By the end of the sub strand, the learner should be able to: a) create sentences using acquired vocabularies and phrases , b) construct simple sentences to express feelings, ideas, c) develop positive attitude towards writing Arabic.	Learner is guided to: <ul style="list-style-type: none"> • form simple sentences using substitution table in groups • rearranging words to make meaningful sentences about locating school facilities. • through think-pair-share write simple sentences on describing school facilities from display of pictures in groups • practice copying paragraphs legibly and correctly during free times. 	How do we take care of our school facilities?
Core competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving: As learners rearrange words to make meaningful sentences. • Communication and collaboration: As learners through think-pair-share write simple sentences on classroom items from display of pictures. 				
Values: Responsibility: As learner is engaged in assigned duties in writing simple sentences.				
Pertinent and contemporary issues:				

Health promotion: As learners appreciate school facilities and practice habits of safety and care.

Link to other subject: learning this concept enhances understanding about school facilities as it is covered in English.

Assessment rubrics for writing

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write clear and readable texts	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through. Text looks like a typed Microsoft office word document.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through.	The learner writes readable texts paying attention to neatness in most parts of the text. Letters in most of the words are correctly spaced and sized within the lines. Some abnormal spacing of words within sentences is visible.	The learner writes texts that are not easily readable. Neatness is not maintained all through. Letters in most of the words are incorrectly spaced and sized within the lines. Frequent abnormal spacing of words within sentences is visible.
Organization	Exhibits a logical and coherent sequence	Exhibits a logical sequence; provides a	Attempts to provide a logical sequence and/or the	Exhibits little order; provides a series of separate sentence

	<p>throughout; provides a clear sense of a beginning, middle, and end.</p> <p>Makes smooth transitions between ideas.</p>	beginning, middle, and end.	beginning or ending is abrupt or unclear.	and/or disconnected ideas.
Vocabulary	Includes a wide variety of vocabulary that expands the topic, but there may be minor inaccuracies.	Includes a variety of vocabulary related to the topic.	Includes basic vocabulary; some vocabulary may be inaccurate or unrelated to the topic.	Includes limited vocabulary and/or most vocabulary is inaccurate or unrelated to the topic.

APPENDIX 1: COMMUNITY SERVICE LEARNING (CSL) AT GRADE 9

Introduction

In Grade 9, 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 project. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	<p>Problem Identification 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">• Environmental degradation• Lifestyle diseases, Communicable and non-communicable diseases• Poverty• Violence and conflicts in the community• Food security issues

Milestone 2	<p>Designing a solution</p> <p>Learners create an intervention to address the challenge identified.</p>
Milestone 3	<p>Planning for the Project</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>Implementation</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 group projects 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 group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

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