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SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

ARABIC

KICD

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

2024

DRAFT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Nurturing Every Learner's Potential

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GRADE 10

ARABIC

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

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

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

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

   a) **Social Needs**

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

   b) **Economic Needs**

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

   c) **Technological and Industrial Needs**

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

3. **Promote individual development and self-fulfilment**

   Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEVEL LEARNING OUTCOMES

By the end of senior school, the learner should be able to:
1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Promote respect for and development of Kenya's rich and varied cultures.
5. Uphold national, moral and religious Values: and apply them in day to day life.
6. Apply and promote health care strategies in day to day life.
7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious co-existence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the forth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre- career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their choses Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that AT LEAST TWO learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for ONE learning area from the chosen Pathway and a maximum of TWO learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education *NB: ICT skills will be offered to all students to facilitate learning and enjoyment*	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* **21.** Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. *Physical Education (C)* 38. Music and Dance 39. Theatre and Film 40. Fine Arts

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

Arabic is one of the ancient and living languages. It is among the six major languages of the world. Arabic, one of the official languages for the UN and AU, is spoken by an estimated population of over five hundred million people across the world. It is also the language that the Holy Quran and other Islamic literatures are written making it essential for Muslims to learn. Arabic language is important for contemporary developments such as mass movements of people across the globe, increase in diverse multicultural societies, rapid technological changes and increased economic globalization. Arabic speaking countries account for approximately 5-8 % of the global GDP.

Learning the Arabic language will open wide opportunities for learners in both national and international arenas. A foreign language is acquired through exposure that is understandable and meaningful as observed by Stephen Kreshen's foreign language actualisation theory. Through learning the Arabic language, learners will develop an intercultural capability and an understanding of the role of language and culture in communication and become more receptive of differences and diversity. They will not only develop an understanding of global citizenship, but also reflect on their own heritage, values, culture and identity.

Arabic language in Senior Secondary will build on the language skills developed in Junior School and form the basis for further language development and specialization at the Tertiary Level and the World of Work. The learner will be expected to exit this level with an intermediate proficiency and competence in the language.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Use Arabic as a communication tool through the four language skills of listening, speaking, reading and writing to meet basic and practical communication needs,
2. Develop an ability to speak fluently and accurately in a variety of situations,
3. Develop a reading culture for information and pleasure; drawing inferences and relating texts to previous knowledge; reading critically and developing the confidence to ask and answer questions,
4. Develop and apply skills and strategies for idea generation, selection, development and organization in writing,
5. Apply the grammatical rules, structures, and linguistic functions for real life purposes,
6. Understand and apply the overarching values and pertinent and contemporary issues embedded in the curriculum,
7. Realize the uniqueness of the Arabic culture, heritage and its contribution to world knowledge.

SUMMARY OF STRANDS AND SUBSTRANDS

Strands	Sub Strands	Suggested Number of Lessons
Listening and Speaking	Listening comprehension	7
	Oral presentation	7
	Speaking Fluency	7
	Attentive Listening	7
	Selective Listening	7
	Listening for Gist	7
Reading	Reading Comprehension	7
	Reading fluency	7
	Reading for information	7
	Intensive reading: Poetry	7
	Extensive Reading	7
	Intensive Reading: Prose	7
Writing	Handwriting	8
	Mechanics of Writing: Spelling	8
	Paragraph Writing: Sequencing of ideas	8
	Descriptive Writing	8
	Creative writing	8
	Functional writing (Friendly Letters)	8
Grammar	Word classes (Nouns)	8
	Word classes (Pronouns and conjunctions)	8
	Word classes (Pronouns and articles)	8
		8

Strands	Sub Strands	Suggested Number of Lessons
	Word classes (Adverbs, Propositions and adjectives)	8
	Tenses and Verbs	8
	Sentence Patterns	
Total Number of Lessons		**180**

Note: The suggested number of lessons per Sub Strand may be less or more depending on the context.

THEME 1: SOCIAL LIFE (الحياة الاجتماعية)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Listening and Speaking	1.1 Listening Comprehension *(7 lessons)* • *Sounds and letters* • *Forming words* *Oral questions*	By the end of the Sub Strand, the learner should be able to: a) identify Arabic letters and their sounds for comprehension, b) combine syllables and sounds to form words, c) respond to simple oral questions appropriately, d) develop interest in learning the Arabic language.	The learner is guided to: • work jointly to identify letters and sounds in the Arabic Alphabet, • match sounds to their corresponding letters to form syllables, • join syllables to form meaningful words, • pronounce words with sound *ba, ma, la, da* from a given display, • listen to an audio presentation on greetings and introductions and answer questions correctly, • team up to role-play greetings for different times of the day, • work jointly to engage in a conversation on introducing	How do you avoid distraction while listening for comprehension?

			self, nuclear and extended family members.	

Core competencies to be developed:
- Communication and collaboration: This is developed as the learners builds on their interaction skills by engaging in a conversation on introducing self, nuclear and extended family members.
- Self-efficacy: This is promoted as the learners shows concerted attention to perform the task of matching sounds to their corresponding letters to form syllables.

Values:
Respect: This is enhanced as the learner appreciates the efforts made by peers when collaborating to role-play greetings for different times of the day

Pertinent and Contemporary Issues (PCIs):
Cultural awareness: This is promoted as the learner appreciates and practices greetings used at different times.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.1 Reading for Comprehension** *(7 lessons)* • *identifying the main ideas* • *Direct questions* • *Summarising*	By the end of the Sub Strand, the learner should be able to: a) identify the main ideas in a text, b) respond to questions from a text for comprehension, c) summarise information from a short text, d) appreciate the importance of reading for comprehension in lifelong learning.	The learner is guided to: • take turns to read short passages on nuclear and extended families, • brainstorm on the main ideas in the passages with peers, • team up to organise the names of nuclear and extended family members on flowcharts, • answer questions from the passages on nuclear and extended family members, • read short poems related to family members and answer simple questions, • use short sentences to summarise information on texts about members of the family, • team up to search online /offline sources for introduction phrases and greetings used at different times of the day.	What should you consider when reading for comprehension?

Core competencies to be developed:
- Self-efficacy: This is nurtured as the learner builds on their interpersonal skills when working jointly to role play introducing and greeting different members of the family.
- Digital literacy: This is achieved as the learner interacts with digital content when search online/offline for introduction phrases and greetings used at different times of the day.
Values:
Social Justice: This is enhanced as the learner accords each one an equal opportunity when taking turns to read a short passage on nuclear and extended families.
Pertinent and Contemporary Issues (PCIs):
Social Cohesion: This is promoted as the learner gets to appreciate interpersonal relationships through practicing greetings and self-introduction for peaceful co-existence.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.1 Handwriting** (*8 lessons*) • *Neatness* • *Legibility* • *Letters of the Arabic Alphabet* • *Words, sentences and paragraphs*	By the end of the Sub Strand, the learner should be able to: a) trace letters of the Arabic Alphabet neatly and legibly for comprehension, b) rewrite words, phrases and sentences neatly for accuracy, c) appreciate the significance of neatness and legibility in writing.	The learner is guided to: • observe letter of Arabic alphabet on a given display and copy them neatly, • write dotted and undotted letters of Arabic alphabets, (ح ، د ، ر ، س ..) (ب ، ج ، ذ ، ز ، ش...) • team up to prepare an Arabic chart on letters of the Alphabet, • copy words, phrases and sentences neatly and legibly, • work jointly to list words used in greetings and introductions on flashcards neatly and legibly, • write a list of the letters of the Arabic alphabet with words corresponding to the first letter,	How does handwriting enhance effective communication?

			• write simple sentences about nuclear and extended family members neatly and legibly, • re-write paragraphs related to Arabic greetings and Introductions legible and neatly and share with peers for review.	

Core competencies to be developed:
- Communication and collaboration: This is enhanced as the learner engages actively and contributes to group decision making when teaming up to prepare an Arabic chart on letters of the Alphabet.
- Self-efficacy: This is promoted as the learner builds on their organization skills when writing simple sentences about nuclear and extended family members neatly and legibly.

Values:
 Unity: This is promoted as the learner cooperates with peers to list words used in greetings and introductions on flashcards neatly and legibly.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: This is promoted as the learners accommodate and show kindness to each other as they work harmoniously to give constructive feedback during peer review.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4.0 Grammar	**4.1 Word class: Nouns** *(8 lessons)* • *Definite and indefinite nouns* (النكرة والمعرفة) • *Masculine and feminine nouns* (المذكر والمؤنث) • *Singular, dual and plural nouns* (المفرد ،والمثنى ، والجمع)	By the end of the Sub Strand, the learner should be able to: a) identify nouns in terms of their definiteness, gender, singular, dual and plural forms, b) use nouns featuring definiteness, gender, singular, dual and plural to construct sentences correctly, c) appreciate the significance of nouns in language acquisition.	The learner is guided to: • underline definite and indefinite nouns featuring introductions and greetings from a given text, (أم ، الأم) • work jointly with peers to construct sentences with masculine and feminine nouns, • create display charts featuring singular, dual and plural nouns, • practise a conversation with a peer using nouns in the singular, dual and plural forms, • copy from a digital device words featuring the sound masculine plural, sound feminine plural and broken plural nouns.	1. Why is it important to use words correctly? 2. How do we describe people, and objects in the plural form?

Core competencies to be developed:
• Communication and collaboration: This is developed as the learners work jointly with peers to construct sentences with masculine and feminine nouns,
• Critical thinking and problem solving: This is enhanced as the learner follows instructions carefully when creating display charts featuring singular, dual and plural nouns.

Values:
Unity: This is enhanced as the learner cooperates with peers when practising a conversation using singular, dual and plural nouns.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: This is promoted as the learner engages in activities involving greetings and introductions used at different times.

THEME 2: MY ENVIRONMENT (بيئتي)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1. 2 Oral Presentations** *(7 lessons)* • *expressing opinions and ideas* • *Short speech*	By the end of the Sub Strand, the learner should be able to: a) express opinions and ideas orally on a given context, b) make a short speech for effective communication, c) appreciate presenting ideas orally to convey a message.	The learner is guided to: • work jointly to describe their home (*location, items, sections*), • pronounce vocabulary related to the home with correct articulation, • take turns to use vocabulary and phrases related to the home to construct sentences, • work jointly to conduct simple conversation related to home, • make a short speech related to the theme using appropriate tone and pronunciation, • listen to audio-visual presentations during free time and imitate.	How can oral presentation develop language skills?

Core competencies to be developed:
• Self-efficacy: This is enhanced as the learner shows concerted effort while working jointly to conduct simple conversation related to home.
• Creativity and imagination: This is enhanced as the learner embraces new ideas that inspire creativity when making a short speech related to the theme on home.
Values:
• Social justice: This is enhanced as the learner accords others an equal opportunity when taking turns to use words and phrases related to the home to construct sentences.
Pertinent and Contemporary Issues (PCIs):
Environmental awareness: This is promoted as learners describe their environment when talking about their homes in terms of location, sections and items.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)

2.0 Reading	**2.2 Reading Fluency** *(7 lessons)*
	
	 • *Reading speed*
	 • *Accuracy*
	 • *Reading with expression*
		By the end of the Sub Strand, the learner should be able to:
		 a) identify the techniques of reading fluently,
		 b) read a text with correct intonation, stress and pronunciation,
		 c) apply appropriate expression when reading a text for fluency,
		 d) appreciate the importance of reading fluency for understanding.
			The learner is guided to:
			 • take turns to read short passages aloud on home while observing correct intonation, stress and correct pronunciation,
			 • watch a variety of audio-visual clips featuring well-read scripts related to home,
			 • team up to play a speed reading game for fun and enjoyment,
			 • read a text such as a poem, a narrative, or dialogue with:
			  - appropriate expressions
			  - accuracy
			  - the right speed
			 • participate in activities that enhance reading fluency such as paired
				Why is it important to read fluently?

| | | | | reading, repeated reading and choral reading, | |
| | | | | • work collaboratively to conduct a reading mini-contest. | |

Core competencies to be developed:
- Communication and collaboration: This is promoted as the learner builds on their interpersonal skills when teaming up to play a speed reading game for fun and enjoyment.
- Self-efficacy: This is enhanced as the learner shows concerted attention when reading a text aloud with appropriate expression, accuracy and the right speed.

Values:
- Responsibility: This is promoted as the learner takes up self-initiative to participate in activities that enhance reading fluency.
- Unity: This is enhanced as the learner displays a team spirit while conducting a reading mini-contest.

Pertinent and Contemporary Issues (PCIs):
Self-Management Skills: This is observed as learners watch a variety of audio-visual clips featuring well-read scripts related to the theme to build on the fluency skills.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.2 Mechanics of Writing: Spelling** *(7 lessons)* • *Spelling* • *Vocabulary Building* • *Words, sentences, paragraphs*	By the end of the Sub Strand, the learner should be able to: a) identify vocabulary related to the theme for language acquisition, b) write texts using correct spelling for comprehension, c) acknowledge the role of spelling in communication.	The learner is guided to: • work jointly to join Arabic letters to form meaningful words, • team up to write words related to the home using correct spelling, • fill in simple Arabic puzzles to spell words used to show location and direction, • work jointly to fill gaps in words with missing Arabic letters, • write short legible paragraphs from a digital device and share with peers for review, • team up to conduct a dictation language contest to write words related to the home.	Why is it important to spell words correctly?
Core competencies to be developed: ● Communication and collaboration: This is nurtured as the learner collaborates while working jointly to fill gaps in words with missing Arabic letters.				

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● Critical thinking and problem solving: This is nurtured as the learner solves complex problems when filling in Arabic puzzles to spell words used to show location and direction
Values: Respect: This is promoted as the learner accommodates diverse opinions when writing short legible paragraphs from a digital device and shares with peers for review
Pertinent and Contemporary Issues (PCIs): Environment Awareness: This is addressed as the learner interacts with information about directions and locations of things in the home.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	**4.2 Word class: Pronouns and Conjunctions** *(8 lessons)* • *Pronouns* **(الضمائر)** • *Conjunctions* **(حروف العطف)**	By the end of the Sub Strand, the learner should be able to: a) identify pronouns and conjunctions in texts, b) use pronouns and conjunctions correctly in sentences, c) value the use of pronouns and conjunctions in communication.	The learner is guided to: • work jointly with peers to construct sentences containing personal pronouns related to the home and display in the classroom, (أنا ، نحن ، أنت ، هو..........) • fill gaps in sentences correctly using conjunctions, (و ، ف ، ث ...) • sing a song based on the use of relative pronouns, (الذي ، التي ، اللذان ، اللتان ، الذين ، اللاتي، • role-play with peers a conversation featuring possessive pronouns, (غرفتي ، سريركما)	1. Why should we use pronouns correctly? 2. What is the significance of conjunctions in sentence construction?

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			• copy sentences containing conjunctions from a digital device.	

Core competencies to be developed:
- Self-efficacy: This is enhanced as the learner analyses their ideas when constructing sentences containing personal pronouns related to the home and displays in the classroom,
- Communication and collaboration: This is enhanced as the learner speaks clearly and effectively while engaging a conversation featuring possessive pronouns describing their home.

Values:
Social justice: This is enhanced as the learner accords others an equal opportunity when working jointly to constructing sentences containing personal pronouns and display in the classroom.

Pertinent and Contemporary Issues (PCIs):
Safety and security : This is promoted as learners describe places such as their homes.

THEME 3: TOURISM (السياحة)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.3 Speaking Fluency** *(7 lessons)* • *Stress* • *Intonation* • *Words* • *Phrases*	By the end of the Sub Strand, the learner should be able to: a) express opinions and ideas fluently, b) use appropriate stress and intonation to describe places, c) respond fluently to given instructions, d) acknowledge fluency speaking in communication.	The learner is guided to: • use simple phrases to express opinions and ideas on tourist destinations and attractions in Kenya, • articulate words and phrases using the correct intonation and stress, • conduct dialogue on tourist destination and attraction in Kenya, • make an oral presentation fluently in class on tourist destinations and attractions, • search from online or offline sources and observe different tourism destinations and attraction sites in Kenya.	How can you develop fluency in speaking Arabic?
Core competencies to be developed: • Digital Literacy: This is enhanced as the learner interacts with digital content when using online sources to observe different tourism destinations and attraction sites in Kenya.				

• Self-efficacy: This is promoted as the learner builds on their oratory skills when making an oral presentation on tourist destinations and attractions.
Values: Unity: This is enhanced as the learner cooperates with peers when conducting a dialogue on tourist destinations and attraction in Kenya.
Pertinent and Contemporary Issues (PCIs): Environmental conservation: This is promoted as the learner observes different tourism destinations and attraction sites in Kenya.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.3 Reading for Information** *(7 lessons)* • *Extracting information* • *Inferring meaning of vocabulary* • *Direct and inferential questions*	By the end of the Sub Strand, the learner should be able to: a) identify main information from a text, b) infer meaning of vocabulary or phrases for language acquisition, c) appreciate the importance of reading as a source of information.	The learner is guided to: • read texts on tourism attraction sites and destination, • discuss the information obtained from the texts, • conduct a reader's theatre to read short texts on tourist destinations in Kenya, • build a vocabulary bank on the new words identified related to tourist destinations in Kenya, • work jointly to fill in crossword puzzles using new words learned, • read passages on tourist destinations in Kenya and answer questions, • watch videos offline or online featuring tourist destinations and attraction sites in Kenya.	How does reading contribute to obtaining information?

Core competencies to be developed:

• Self-efficacy: This is promoted as the learner effectively orders and prioritises tasks when conducting a reader's theatre to read short texts on tourist destinations in Kenya.

• Learning to learn**:** Self-discipline is enhanced when learners work collaboratively when conducting a reader's theatre to read short texts on tourist destinations in Kenya.
Values: Respect: This is inculcated as the learner appreciates peer's opinions when discussing the information obtained from texts.
Pertinent and Contemporary Issues (PCIs):   Environmental conservation: This is promoted as the learner interacts with information on various tourist destinations and attraction sites in Kenya.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.3 Creative Writing: Sequencing Ideas** *(8 lessons)* • *Forming sentences* • *Connectors of sequence* • *Forming paragraphs* • *Coherence of ideas*	By the end of the Sub Strand, the learner should be able to: a) express ideas and opinions in a logical and coherent manner, b) use connectors of sequence to organise ideas for effective communication, c) construct logical and coherent paragraphs for information, d) appreciate the skill of organising ideas for effective communication.	The learner is guided to: • rearrange words from a given collection to form meaningful sentences, • create sentences from a substitution table on tourist attraction sites and destinations, • reorganise jumbled up sentences to form logical and coherent paragraphs, • work jointly to list connectors of sequence and their uses on a chart for display, *e.g.* *First, Additionally, However, Second, Then, Lastly,* (أولا ، لذا ، إذا) • fill in gaps with appropriate connectors of sequence to join sentences to form a coherent paragraphs. • team up to play a game involving rearranging jumbled	Why is it necessary to organise ideas in writing?

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			up words to form a meaningful story, • display the neatly written and logical paragraphs in the classroom.	

Core competencies to be developed:
- Critical thinking and problem solving: This is enhanced as the learner applies logical reasoning when reorganising words from a given collection to form meaningful sentences.
- Creativity and imagination: This is enhanced as learners connect ideas to create sentences from a substitution table on tourist attraction sites and destinations.

Values:
Responsibility: This is promoted as the learner engages in assigned duties when teaming up to play a game involving rearranging jumbled up words to form a story.

Pertinent and Contemporary Issues (PCIs):
Environmental conservation: This is promoted as learners interact with information from texts related to tourist attraction sites and destinations.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	**4.3 Word class: Pronouns and Articles** **(8 lessons)** • *Demonstrative pronouns* **(أسماء الإشارة)** • *Interrogative articles* **أدوات الاستفهام**	By the end of the Sub Strand, the learner should be able to: a) identify demonstrative pronouns and interrogative articles in a variety of texts, b) use demonstrative pronouns and interrogative articles correctly in sentences, c) appreciate the use of correct demonstrative pronouns and interrogative articles for communication.	The learner is guided to: • extract demonstrative pronouns from a text such as: this, that, these, those هذا، هذه، هذان، هاتان، هؤلاء، ذلك، تلك، ذلكما، تلكما أولئك • underline interrogative articles from a text on tourism destinations and attractions in Kenya (ما ، من ، أين ، متى ، كم) • read sentences containing demonstrative pronouns extracted from print or electronic materials, • construct sentences using interrogative articles and share with peers for review, • search online/offline for texts containing demonstrative pronouns and interrogative articles.	How are interrogative articles important in developing language learning?

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Core competencies to be developed: • Digital literacy: This is enhanced as the learner interacts with digital technology when searching online for texts containing demonstrative pronouns and interrogative articles. • Learning to learn : This is promoted as the learner reflects on their learning experiences when constructing sentences using interrogative articles and shares with peers for review.
Values: Respect: This is observed as the learner listens patiently to diverse opinions from peers during activities that involve peer review.
Pertinent and Contemporary Issues (PCIs): Environmental conservation: This is addressed as the learner interacts with texts that contain tourism destinations and attraction sites in Kenya.

THEME 4: HEALTH(الصحة)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.4 Attentive Listening** *(7 lessons)* ● *Scanning (specific details)* ● *Vocabulary Building* ● *Extracting information*	By the end of the Sub Strand, the learner should be able to: a) identify specific details from a text for comprehension, b) listen to variety of texts to obtain information, c) appreciate the importance of listening attentively for lifelong learning.	The learner is guided to: ● listen to an audio presentation and list the healthy eating habits mentioned, ● share findings with peers for review, ● work jointly to list vocabulary based on healthy eating mentioned in the audio presentation, ● pick out words or phrases related to healthy eating habits from a given presentation, ● listen to news a bulletin or speech during your free time and share the information with peers.	Why is active listening important in communication?
Core competencies to be developed: ● Communication and collaboration: This is enhanced as the learners build on their interpersonal skills as they listen to news a bulletin or speech during your free time and share the information with peers.				

• Critical thinking and problem solving: This is enhanced as the learner analyses information when picking out words or phrases related to healthy eating habits from a given presentation.
Values: Love: This is promoted as the learners portray a caring attitude when sharing findings with peers for review.
Pertinent and Contemporary Issues (PCIs): Health promotion: This is promoted as learners listen to an audio presentation on healthy living and extract information from it.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.4 Intensive Reading: Poetry *(7 lessons)* • *Poetry* *- Subject matter/themes* *- Reading progress*	By the end of the sub strand, the learner should be able to: a) read poems fluently for enjoyment, b) analyse Arabic poems based on the subject matter for information, c) develop interest in reading Arabic poems for enjoyment.	The learner is guided to: • collaborate with peers to read short poems on healthy eating, • answer questions from the poem, • practice reading texts with peers on healthy eating, • team up with poems to reading poetry texts focusing on intonation, stress and pronunciation, • search from the internet healthy eating habits, download and read with peers, • team up to present a poem on healthy eating during an interclass competition.	How can we build a reading culture in ourselves?

Core competencies to be developed:
• Self-efficacy: This is inculcated as the learner builds on their public presentation skills as they present a poem on healthy eating during an interclass competition.

• Digital literacy: This is enhanced as the learner interacts with technology when searching from the internet healthy eating habits downloads and reads with peers.

Values:
- Integrity: This is developed as the learner embraces safe use of internet spaces when search from the internet healthy eating habits, download and read with peers.
- Unity: This is enhanced as the learner collaborates with peers in reading texts focusing on intonation, stress and pronunciation.

Pertinent and Contemporary Issues (PCIs):
Health promotion issues: This is promoted as the learners interact with poems containing information on healthy eating.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.4 Descriptive Writing** *(8 lessons)* • *Descriptive words* • *Descriptive texts* • *Descriptive essays*	By the end of the Sub Strand, the learner should be able to: a) identify descriptive words for information, b) compose a short descriptive text about a person, thing or place, c) appreciate the importance of descriptive writing in communication.	The learner is guided to: • work jointly to list words that can be used to describe foods, • search online/offline for words and expressions that can be used to describe different foods, • prepare a mind map to describe what healthy eating entails, • write simple descriptions about food and health using short phrases and sentences, • use basic descriptive words to write simple essays on healthy eating.	How is descriptive writing important in communication?

Core competencies to be developed:
- Digital Literacy: This is developed as the learner interacts with digital technology when searching online/offline for words and expressions that can be used to describe different foods.
- Creativity and imagination: This is enhanced as the learner embraces ideas that inspire creative thinking when writing simple essays on healthy eating.

Values:
Unity: This is promoted as the learner works jointly with peers to list words that can be used to describe foods.
Pertinent and Contemporary Issues (PCIs):
Healthy Living: This is promoted as the learner interacts with texts and information on healthy foods to encourage healthy living.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	**4.4 Word class** (*8 lessons*) • *Adverbs* (ظرف الزمان والمكان) • *Prepositions* (حروف الجر) • *Adjectives* (الصفة والموصوف)	By the end of the Sub Strand, the learner should be able to: a) identify adverbs, prepositions and adjectives from a reading text, b) use adverbs, prepositions and adjectives correctly in sentences, c) appreciate the importance of using adverbs, prepositions and adjectives correctly for lifelong learning.	The learner is guided to: • pick out adverbs (*of time, manner and place*) from texts related to healthy eating habits from a given text, (أمام) • fill gaps in sentences using prepositions correctly, • describe people using the correct forms of adjectives, • construct sentences using adverbs, prepositions, adjectives correctly, • work jointly to solve a crossword puzzle using adjectives, prepositions and adverbs, • prepare flashcards with adverbs, adjectives and prepositions and display on the classroom wall.	1. How do we describe things, people and events? 2. Why are prepositions important in communication?

Core competencies to be developed:
• Creativity and imagination: This is promoted as the learner embraces ideas that inspire creative thinking when preparing flashcards with adverbs, adjectives and prepositions and display on the classroom wall.
• Critical thinking and problem solving: This is enhanced as the learner weighs out possible options while solving a crossword puzzle using adjectives.

Values:
Responsibility: This is promoted as the learners engage in assigned roles and duties when filling gaps in sentences using prepositions correctly.

Pertinent and Contemporary Issues (PCIs):
Health promotion issues: This is promoted as learners display sense of responsibility when observing healthy eating habits.

THEME 5: SCHOOL AND THE WORLD OF WORK(المدرسة وعالم العمل)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.5 Selective Listening** *(7 lessons)* • *Definition* • *Specific information* • *Deducing information*	By the end of the sub strand, the learner should be able to: a) pick out target vocabulary from an oral text for information, b) listen to selected texts to deduce specific information, c) acknowledge the significance of selective listening in communication.	The learner is guided to: • work collaboratively to pick out vocabulary on specific school activities from an audio recording, • listen to audio presentations on school routines and extract the main ideas, • collectively listen to a recorded presentation on school routines and make a summary of the main points, • search online /offline for different school routines and make a presentation on findings in class, • peer review each other's presentation for constructive feedback.	Why is selective listening important in communication?
Core competencies to be developed: • Learning to learn: This is promoted as the learner builds on their research skills by searching online /offline for				

different school routines and makes a presentation in class.
• Citizenship: This is promoted as the learner accumulates information when listening to audio presentations on school routines and extract the main ideas.
Values:
• Integrity: This is promoted as the learner accommodates diverse opinions when peer reviewing other's presentations for constructive feedback.
• Unity: This is promoted as the learner cooperates with peers to pick out specific school activities mentioned in the recording.
Pertinent and Contemporary Issues (PCIs):
Time management: This is promoted as the learner engages with information on time management and appreciates aspects of time management in a school setup.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.5 Extensive Reading: Library skills** *(7 lessons)* • *Reading for enjoyment* • *Tracking reading progress*	By the end of the Sub Strand, the learner should be able to: a) read simple Arabic texts for enjoyment, b) track reading progress for lifelong learning, c) develop a positive reading culture for lifelong learning.	The learner is guided to: • conduct a reader's theatre to read stories on the various school routines, • read short articles from newspapers, magazines or journals, • read short stories from various storybooks, • create a reading log (*with details such as title, author, characters, key events*) to track and monitor reading progress, • interact with digital devices, browse and read texts on school activities with peers, • team up with peers to hold book club sessions to discuss Arabic stories read.	How does reading fluency promote the reading culture?

Core competencies to be developed:
● Citizenship: This is promoted as the learner accumulates information by interacting with digital devices, browses and reads texts on school activities with peers.

● Learning to learn: This is promoted as the learner engages in collective learning when collaborating to team up with peers to hold book club sessions to discuss Arabic stories read.
Values: Unity: This is nurtured as the learner cooperates with peers to conduct a reader's theatre to read stories on the various school routines,
Pertinent and Contemporary Issues (PCIs): Time management: This is promoted as the learner engages with information on time management and appreciates aspects of time management in a school setup.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.5 Creative Writing** *(8 lessons)* • *Vocabulary building* • *Imaginative Paragraphs* • *Short stories* • *Picture stories*	By the end of the Sub Strand, the learner should be able to: a) outline vocabulary related to the theme for language acquisition, b) write short imaginative texts based on the theme, c) appreciate the significance of creative writing in communication.	The learner is guided to: • work jointly to build a vocabulary bank on words related to the school routine, • write simple sentences on the school activities and school time table using the words from the vocabulary bank, • write neat and legible imaginative paragraphs on the school routine, • collaborate with peers to rearrange jumbled up sentences to form a creative story related to the theme, • display their neatly written paragraphs in class for peer review, • write a neat and legible story based on picture displays related to the school routine.	How can you make your composition interesting?

Core competencies to be developed:
• Learning to learn: This is developed as the learner builds on their own learning experience by working jointly with peers to build a vocabulary bank on words related to the theme.
• Creativity and imagination: This is promoted as the learner adopts ideas that inspire creative thinking when writing a neat and legible story based on picture displays related to the school routine.
Values:
Integrity: This is enhanced as the learner displays trustworthiness and willingness to make their work better as they display their neatly written paragraphs in class for peer review.
Pertinent and Contemporary Issues (PCIs):
Good governance: This is inculcated as the learner interacts with information and texts related to the school routines.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	**4.5 Word class: Verbs** (*8 lessons*) • *Past tense verb* • *Present tense verb* • *Imperative verb*	By the end of the sub strand, the learner should be able to: a) identify the past, present and imperative verb forms, b) apply past tense, present and imperative verb forms correctly, c) acknowledge the significance of tense in language learning.	The learner is guided to: • pick out sentences that contain past, present and imperative verb forms featuring school routines, • fill gaps in sentences with the appropriate verb forms, • match verbs with the corresponding pronouns to indicate tense, • engage in conversation featuring past, present and imperative verb forms, • change past tense verbs into present and imperative forms, • search online /offline for texts containing sentences with past, present and imperative verb forms, • work jointly with peers to create charts with sentences	1. How do we change past tense verbs into present tense and imperative forms? 2. Why are tenses important in language acquisition?

			which contain different verb forms and display in the classroom.	

Core competencies to be developed:
- Communication and collaboration: This is promoted as the learners work jointly with peers to create charts with sentences which contain different verb forms and display in the classroom.
- Digital literacy: This is enhanced as the learners interact with digital technology when searching online /offline for texts containing sentences with past, present and imperative verb forms.

Values:
Integrity: This is promoted as the learner shows commitment when filling gaps in sentences with the appropriate verb forms.

Pertinent and Contemporary Issues (PCIs):
Time management: This is promoted as the learner engages with information on time management and appreciates aspects of time management in a school setup.

THEME 6: THE WORLD OF BUSINESS(عالم الأعمال)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.6 Listening for Gist** *(7 lessons)* • *Identifying main ideas* • *Paraphrasing*	By the end of the Sub Strand, the learner should be able to: a) identify the main idea from a text, b) paraphrase a text for specific information, c) acknowledge the importance of listening skills in communication	The learner is guided to: • listen to an audio recording on shopping activities and identify the main idea, • work jointly to pick out specific information from the audio recording on shopping activities and make notes, • search online/offline for phrases and expressions that signal the main idea in a text, • watch a video describing a shopping mall, • paraphrase information on specific activities carried out in the mall, • work jointly to role play a shopping scenario in a shopping mall.	How can you extract the main idea from a listening text?

Core competencies to be developed: • Communication and collaboration: This is enhanced as the learner builds on their listening skills when working jointly to pick out specific information from the audio recording on shopping activities and make notes.   • Digital literacy: This is achieved as the learner interacts with digital content when searching online/offline for phrases and expressions that signal the main idea.
Values: Unity: This is promoted as the learner displays a team spirit while working jointly to role play a shopping scenario in a shopping mall.
Pertinent and Contemporary Issues (PCIs):   Entrepreneurship: This is promoted as the learners listen to an audio recording and interact with texts with information on the world of business.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)

2.0 Reading	**2.6 Intensive Reading: Arabic Prose** *(7 lessons)*
	• *Arabic prose*
	  - The author
	  -Events
	  -Characters
		By the end of the sub strand, the learner should be able to:
		a) describe the characteristics of Arabic prose,
		b) describe characters in a prose text for information,
		c) discuss prose texts by author and events for information,
		d) value the role of prose in culture transmission.
			The learner is guided to:
			• brainstorm on the characteristics of prose with peers,
			• conduct a silent reading session to read short prose texts,
			• work jointly to present the characters in a prose on a flow chart showing their relationships with other characters,
			• team up to conduct a research online/offline about the author of the prose,
			• discuss the major events in the prose,
			• download prose texts from digital devices and read with proper intonation and with expression.
				1. What is the significance of intensive reading in language acquisition?
				2. What are the forms of Arabic prose?

Core competencies to be developed:
● Critical thinking and problem solving: This is enhanced as the learner applies logical reasoning when analysing the characters in a prose and presenting them on a flow chart to show their relationships with other characters.

● Digital literacy: This is enhanced as the learner interacts with digital content when conducting a research online/offline about the author of the prose.
Values: Peace: This is promoted as the learner accords peers a friendly reading environment when conducting a silent reading session to read short prose texts.
Pertinent and Contemporary Issues (PCIs): Cultural awareness: This is promoted as the learner interacts with the Arabic culture when interacting with prose texts for information.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.6 Functional Writing: Informal letter** *(8 lessons)* • *Definition* • *Structure* • *Form* • *Writing a friendly letter:* *- Thank you letter* *- Apology letter*	By the end of the Sub Strand, the learner should be able to: a) identify an informal letter by structure and format for comprehension, b) write an informal letter following the correct format, c) develop interest in writing informal letters for communication.	The learner is guided to: • work jointly to observe samples of friendly letters from digital devices, • brainstorm on the format of the informal letters with peers, • outline the structure of a friendly letter on a chart for display, • write a letter to a friend thanking him/her for accompanying them to a shopping mall to purchase stationery, • exchange the friendly letter with a peer for constructive feedback, • type the friendly letter on a digital device or display the letter in the class,	What steps should we consider when writing a friendly letter?

Core competencies to be developed:
- Digital literacy: This is enhanced as the learner interacts with a digital technology when typing a friendly letter on a digital device.
- Learning to learn: This is developed as the learner builds on their research skills when working jointly to observe samples of friendly letters and brainstorming on their format.

Values:
- Responsibility: This is promoted as the learner engages in assigned duties when writing a letter to a friend thanking him/her for accompanying them to a shopping mall to purchase stationery
- Social justice: This is promoted as the learner fosters inclusivity of ideas when brainstorming on the format of the sample friendly letters.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: This is promoted as the learner practices writing friendly letters to pass information thus fostering interpersonal relations among peers for cohesion.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	**4.6 Sentence patterns** *(8 lessons)* • *Nominal sentences* **(الجملة الاسمية)** • *Verbal sentences* **(الجملة الفعلية)** •	By the end of the Sub Strand, the learner should be able to: a) identify sentences featuring the subject and predicate, b) use the sentence patterns correctly, c) acknowledge the use of correct sentence patterns in communication.	The learner is guided to: • underline the subject and predicate in sentences, • fill in blank spaces in sentences using the correct patterns, • construct sentences containing the subject, verb and object featuring shopping activities correctly, • recite a simple poem containing the target sentence pattern, • search for examples of nominal and verbal sentences from the print or electronic media.	Why is it important to use sentence structures correctly?

Core competencies to be developed:
- Learning to learn: This is enhanced as the learner build on their research skills when searching for examples of nominal and verbal sentences from the print or electronic media.
- Self-efficacy: This is promoted as the learner builds on their public presentation skills when reciting a simple poem containing the target sentence pattern.

Values:
Responsibility: This is promoted as the learner performs a signed roles and duties of filling in blank spaces in sentences using the correct patterns.
Pertinent and Contemporary Issues (PCIs):
Financial literacy: This is promoted as the learner constructs sentences containing the subject, verb and object on shopping activities correctly.

SUGGESTED ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING				
Level **Indicator**	**Exceeds expectations**	**Meets expectations**	**Approaches expectations**	**Below expectations**
Ability to use vocabulary and expressions to probe and engage in oral interactions	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions; attempts to use a variety of vocabulary and expressions synonymous to the targeted ones.	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses some of the targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses very few of the targeted vocabulary and expressions to probe and engage in oral interactions
Ability to maintain correct spoken language patterns (pronunciation, intonation, rhythm and 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
Ability to respond to questions and	The learner responds to all questions and prompts to	The learner responds to all	The learner responds to some questions and	The learner responds to very few questions and

prompts to show comprehension and engagement in oral interactions	show comprehension and engagement and goes further to give appropriate illustrations and examples	questions and prompts to show comprehension and engagement	prompts to show comprehension and engagement	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 participate in oral interactions	The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings. Encourages others to engage in oral interactions	The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings	The learner is at times hesitant to start and/or participate in meaningful oral interactions with people in their surroundings	The learner is mostly hesitant to start and/or participate in meaningful oral interactions with people in their surroundings

STRAND: READING				
Level \ Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
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	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions.	The learner reads simple texts with natural and smooth flow and at an appropriate pace through most parts of the texts. Pays attention to most of the punctuations and applies appropriate pauses and intonation to express	The learner reads simple texts with stilted and choppy flow through most parts of the texts. Pays attention to very little punctuation as pauses and

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	pauses and intonation to express intention and emotions. Makes no errors at all even in texts on unfamiliar topics.	Makes minimal errors in texts on unfamiliar topics and auto-corrects self in the few errors made.	intention and emotions. Makes many errors in texts on unfamiliar topics and is unable to auto-corrects self.	intonation are misplaced.
Ability to read and understand simple texts	The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to 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 mostly sufficient with limited errors.	The learner interprets few questions in context and gives correct answers to a few of them. Vocabulary used in giving responses to questions is insufficient.

STRAND: WRITING				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
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 organize ideas in texts	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas.	Exhibits a logical sequence; provides a beginning, middle, and end	Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear.	Exhibits little order; provides a series of separate sentence and/or disconnected ideas.

Ability to use vocabulary in texts	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.
STRAND: GRAMMAR				
Level **Indicator**	**Exceeds expectations**	**Meets expectations**	**Approaches expectations**	**Below expectations**
Grammar and Mechanics of Writing	Excellent use of grammar, variety of punctuation marks, spelling and capitalization. Errors are so few and minor that they do not impede reading.	Good use of grammar, punctuation, spelling and capitalization. There are a few errors but they do not impede reading.	There are moderate errors of grammar, punctuation, spelling and capitalization. But some errors can impede reading and meaning.	There are many errors throughout in the use of grammar, punctuation, spelling and capitalization and the reader can only guess meaning

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

Strand	Suggested learning resources	Suggested assessment methods	Non- formal activities
1.0 Listening and Speaking.	- Flashcards. - Pictures. - Images. - Drawings. - Audio and video recordings. - Internet. - Course books. - DVD players. - Listening texts. - TV. - Charts. - Projectors. - Laptops. - Radio. - Magazines.	- Role play. - Discussions. - Observations. - Projects. - Learning logs. - Quizzes. - Portfolios. - Multiple choices. - Exit or Admit stamps. - Total Physical Response. - Peer assessment.	- Kenya Music Festival. - Arabic language Clubs. - Tandem (face-to-face or electronic) and intercultural learning. - School Open Days. - Exchange Programs. - Language Days. - Inter-House Competitions. - Inter-Class Competitions. - Inter-School Contests.
2.0 Reading.	- Reading texts. - Flashcards. - Pictures. - Images. - Drawings. - Poems.	- Reading aloud. - Discussions. - Observations. - Quizzes. - Portfolio. - Reading for fluency.	- School Open Days. - Kenya Music Festival. - Arabic language Clubs. - Exchange Programs.

Strand	Suggested learning resources	Suggested assessment methods	Non- formal activities
	- Course books. - Magazines. - Internet. - Charts. - Posters. - Easy readers. - Menus.	- Role play. - Learning logs. - Exit or Admit stamps. - Peer assessment. - Checklists.	- Tandem (face-to-face or electronic) and intercultural learning. - Language Days. - Inter-House Competitions. - Inter-Class Competitions. - Inter-School Contests.
3.0 Writing.	- Audio and video recordings. - Internet. - Charts. - Posters. - Cross word puzzles. - Pictures. - Drawings. - Magazines. - Photographs. - Newspapers. - Flashcards. - Illustrations. - Journals. - Recording devices. - Menus.	- Total Physical Response. - Writing texts - Forming sentences. - Peer assessment. - Writing menus. - Observations. - Designing brochures. - Matching names to pictures. - Filling in missing information. - Writing simple plays. - Matching of sentences.	- Exchange Programs. - Tandem (face-to-face or electronic) and intercultural learning. - Language Days. - School Open Days. - Kenya Music Festival. - Arabic language Clubs. - Inter-House Competitions. - Inter-Class Competitions. - Inter-School Contests.

Strand	Suggested learning resources	Suggested assessment methods	Non- formal activities
	• Brochures. • Resource person.		
4.0 Grammar.	• Libraries. • Projectors. • Course books. • Internet. • Charts. • Pictures. • Drawings. • Illustrations. • Newspapers. • Maps. • Chalkboard.	• Observations. • Writing texts. • Construction of sentences. • Designing games. • Discussions. • Role play. • Checklists. • Quizzes.	• Arabic language Clubs • Tandem (face-to-face or electronic) and intercultural learning. • Language Days. • School Open Days. • Kenya Music Festival. • Exchange Programs. • Inter-House Competitions. • Inter-Class Competitions. • Inter-School Contests.

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