KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Nurturing Every Learner's Potential

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

ARABIC LANGUAGE

GRADE 5

First Published 2017

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.

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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.

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ACKNOWLEDGEMENT

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.

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LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
Total		**35**

NATIONAL GOALS OF EDUCATION

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

   Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

   Education should prepare the learner to play an effective and productive role in the nation.

   a) **Social Needs**

   Education should instill social and adaptive skills in the learner for effective participation in community and national development.

   b) **Economic Needs**

   Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

   c) **Technological and Industrial Needs**

   Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

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

   Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4   Promote sound moral and religious values
Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5.   Promote social equity and responsibility
Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6.   Promote respect for and development of Kenya's rich and varied cultures
Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7.   Promote international consciousness and foster positive attitudes towards other nations
Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8.   Good health and environmental protection
Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education level, the learner should be able to:
a) communicate appropriately using verbal and or non-verbal modes in a variety of contexts,
b) demonstrate mastery of number concepts to solve problems in day to day life,
c) demonstrate social skills, moral and religious values for positive contribution to society,
d) develop one's interests and talents for personal fulfilment,
e) make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world,
f) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
g) acquire digital literacy skills for learning and enjoyment,
h) appreciate the country's rich, diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Kenya is part of the international community and therefore the learners shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in the curriculum. This will give the learner an opportunity to acquire language competencies in an experiential, innovative and flexible ways. 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 others' cultures. The learner will transit to Junior School having acquired basic proficiency equivalent to A1/YCT2.

SUBJECT GENERAL LEARNING OUTCOMES FOR ARABIC LANGUAGE

By the end of Upper Primary School, the learner should be able to:
a) listen and respond appropriately to relevant information in the Arabic language,
b) read a wide variety of texts fluently and accurately for lifelong learning,
c) write texts legibly, coherently and creatively in the Arabic language,
d) express themselves fluently and confidently in varied contexts,
e) appreciate the role of Arabic language as a means of embracing creativity and international relevance,
f) enjoy communicating in the Arabic language,
g) appreciate cultural awareness and exposure to the Arabic language.

SUMMARY OF STRANDS AND SUBSTRANDS

STRANDS	SUB STRANDS	NUMBER OF LESSONS
LISTENING AND SPEAKING	Phonological awareness: Arabic Alphabet	2
	Phonological awareness: Pronunciation	2
	Listening for Gist	2
	Phonological awareness: Articulation	2
	Attentive Listening	2
	Imitative Speaking	6
	Conversational skills	2
Total		18
READING	Guided Reading: Fluency	8
	Reading Aloud	2
	Guided Reading: Vocabulary Building	2
	Reading for comprehension	4
	Extensive Reading: Library skills	2
Total		18
WRITING	Guided Writing: Spelling	2
	Guided Writing: Characters of the Arabic Alphabet	2
	Handwriting	2
	Guided Writing: Sequencing Ideas	2
	Guided Writing: Creative Writing	2
	Guided Writing	6
	Guided Writing: Paragraph Writing	2
Total		18
Showcasing of skills and concepts (Exhibition)		6
TOTAL NUMBER OF LESSONS		**60**

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

STRAND 1.0: LISTENING AND SPEAKING

THEME 1: GREETINGS AND INTRODUCTIONS				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.1 Phonological Awareness: Arabic Alphabet** *(2 sessions)* • *Letters/syllables* • *Arabic characters* • *Words*	By the end of the Sub Strand, the learner should be able to: a) form words using sounds, letters and syllables to form words for comprehension, b) pronounce words related to greetings and introductions correctly, c) develop interest in learning the Arabic alphabet.	The learner is guided to: • work with peers to match sounds to letters to form syllables, • combine syllables to syllables to form meaningful words, • pronounce words with sound *baa, mim, lam, dal* from a given display in pairs, • imitate using the pronouns *hadaa, hadhihi* , • practise using Arabic greetings such as *assalamu-alaikum, keif-haluka/halaki*, • collaborate with peers to role-play formal and informal greetings.	1. Why do we greet one another? 2. How do letters differ from sounds?

Core competencies to be developed:
• Communication and collaboration: This is developed as the learner builds on their interaction skills by practising using Arabic greetings such as *assalamu-alaikum, keif-haluka/halaki.*
• Self-efficacy: This is promoted as the learner sharpens their conversational skills when collaborating with peers to role-play formal and informal greetings.
Values:
Respect: This is enhanced as the learner appreciates the efforts made by peers when collaborating to role play formal and informal greetings.
Pertinent and Contemporary Issues (PCIs):
Cultural awareness is promoted as the learner appreciates and practices various formal and informal greetings used among various people at different times.
Link to Other Learning Areas:
The learner is able to relate the concept of greetings and introductions to similar concepts as taught in English.

THEME 2: FAMILY				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.2 Phonological Awareness: Pronunciation** *(2 sessions)* • *Vocabulary building - Nuclear family* • *Pronouncing sounds*	By the end of the Sub Strand, the learner should be able to: a) identify nuclear family members for information, b) pronounce the target sounds correctly, c) appreciate the role of immediate family members for peaceful coexistence.	The learner is guided to: • work jointly to identify nuclear family members from a given display, • practice pronouncing words containing sounds of *nuun, raa, saad, faa*, with correct articulation in groups, • take turns to practise using the pronouns of *huwa* and *hiya* orally, • talk about their immediate family members in groups.	Why is it good to pronounce words correctly?

Core competencies to be developed:
- Learning to learn: This is enhanced as the learner builds on their learning experiences when talking about their immediate family members in groups.
- Social justice: This is enhanced as the learner accords others an equal opportunity when taking turns to practise using the pronouns of *huwa* and *hiya* orally.

Values:
Integrity: This is promoted as the learner displays honesty while sharing information when talking about their immediate family members in groups.
Pertinent and Contemporary Issues (PCIs):
Social cohesion: This is promoted as the learner appreciates the various family members and the role they play in promoting a sense of belonging and coexistence.
Link to Other Learning Areas:
The learner is able to relate the concept of family to similar concepts as covered in Social Studies.

THEME 3: MY SURROUNDING				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.3 Selective Listening** *(2 sessions)* • *Pronunciation* • *Colours* • *Vocabulary building-classroom items*	By the end of the Sub Strand, the learner should be able to: a) pronounce words from an oral text correctly, b) describe objects in a classroom based on colour for comprehension, c) appreciate items and rooms found at school.	The learner is guided to: • listen to audio recordings on items found in school and articulate target sounds and words correctly, • collaborate with peers to identify common colours, • chant a singing game involving different colours, • work jointly to describe classroom objects based on colour, • participate in conversations to describe classroom items in groups.	Why is it good to listen keenly?

Core competencies to be developed:
• Digital Literacy: This is enhanced as the learner interacts with digital content when listening to audio recordings on items found in school and articulate target sounds and words correctly.
• Creativity and imagination: This is promoted as the learner embraces ideas that ignite creativity when chanting a singing game involving different colours.

Values:
Respect: This is enhanced as the learner appreciates diverse opinions from peers while participating in conversations to describe classroom items.

Pertinent and Contemporary Issues (PCIs):
Environmental awareness: This is addressed as the learner discusses various classroom items and rooms in the schools environment.

Link to Other Learning Areas:
The learner is able to relate the concept of colour with similar concepts as taught in Creative Arts.

THEME 4:TIME				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.4 Phonological Awareness: Articulation** *(2 sessions)* • *Pronunciation* • *Responding to questions* • *Vocabulary building*	By the end of the Sub Strand, the learner should be able to: a) articulate words on parts of the day using accurate sequence, b) respond to questions on activities done at different parts of the day, c) appreciate the essence of time management for lifelong learning.	The learner is guided to: • listen to an audio presentation on various greetings used at different times of the day (*e.g. Morning-Good morning, Afternoon-Good afternoon, Evening-Good evening*), • collaborate with peers to participate in singing games describing the times of the day in correct sequence, • work jointly to match daily activities to the specific time of the day they happen, • organize activities on sentence strips in the order in which they occur in a day, • take turns to dramatize activities carried out at different times of the day.	1. Why are some activities carried out only at specific times of the? 2. How does pronunciation affect meaning of texts?

Core competencies to be developed:
- Creativity and imagination: This is enhanced as the learner engages in new ways of participating in singing games describing the times of the day in correct sequence.
- Critical thinking and problem solving: This is enhanced as the learner explores views when matching activities to the specific time of the day when they happen

Values:
Respect: This is promoted as learner shows positive regard for others when taking turns to dramatize activities carried out at different times of the day.

Pertinent and Contemporary Issues (PCIs):
Citizenship: This is promoted as learners are exposed to time management skills when talking about different times of the day and activities to be done at specific times.

Link to Other Learning Areas:
The learner is able to link the concept on time to their learning of similar concepts in Mathematics.

THEME 5: FUN AND ENJOYMENT				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.5 Attentive Listening** *(2 sessions)* • *Specific details* • *Making judgement on texts*	By the end of the Sub Strand, the learner should be able to: a) identify specific details from a text for comprehension, b) describe personal opinions on hobbies and interests, c) appreciate the importance of listening keenly for lifelong learning.	The learner is guided to: • listen attentively to an audio recording about hobbies and interests, • work collaboratively to pick out specific hobbies mentioned in the recording, • take turns to talk about their personal hobbies and interests (Begin*; in my free time I like….*), • work jointly to role play their hobbies and interests, • peer review each other's presentation for constructive feedback.	How do you spend your free time?

Core competencies to be developed:
- Communication and collaboration: This is promoted as the learner contributes engagingly to the discussion as they take turns to talk about their personal hobbies and interests.
- Creativity and imagination: This is enhanced as the learner embraces creative ideas when roleplaying their hobbies and interests.

Values:
• Integrity: This is promoted as the learner accommodates diverse opinions when peer reviewing other's presentation for constructive feedback.
• Unity: This is promoted as the learner cooperates with peers to pick out specific hobbies mentioned in the recording.
Pertinent and Contemporary Issues (PCIs):
Self-awareness: This is promoted as learner appreciates what others are able to do as hobbies and interests during their discussions and role plays.
Link to Other Learning Areas:
The learner is able to relate the concept of hobbies and interests to their learning of various uses of leisure time as taught in Religious Studies.

THEME 6: FOOD AND DRINKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.6 Imitative Speaking** *(2 sessions)* • *Responding to questions* • *Simple sentences*	By the end of the Sub Strand, the learner should be able to: a) respond to simple questions correctly, b) compose simple sentences using acquired vocabulary, c) appreciate imitative speaking as a strategy to language learning.	The learner is guided to: • listen to a recording on meals from a digital device and answer the questions in groups, • work jointly to identify names of various foods and drinks from pictures, • make a vocabulary bank of vocabulary related to foods and drinks, • work collaboratively to categorize the different meals into the various times they could be taken (e.g. for breakfast, lunch, dinner/supper) • use the acquired vocabulary to make sentences using correct pronunciation, • conduct a conversation in pairs using vocabularies related to different mealtimes.	1. Why do we take meals? 2. How does vocabulary help in the language learning?

Core competencies to be developed:
- Digital literacy: This is promoted as the learner interacts with digital content when listening to a recording on meals from a digital device and answers the questions in groups
- Self-efficacy: This is promoted as the learner exhibits organization skills when categorizing the different meals into the various times they could be taken.

Values:
Unity: This is promoted as the learner displays a team spirit while working jointly to identify names of various foods and drinks from pictures.

Pertinent and Contemporary Issues (PCIs):
Food security: This is promoted as the learners interact with information on various foods in their environment and times when the meals are preferably taken.

Link to Other Learning Areas:
The learner is able to relate the concept on foods and drinks to their learning of similar concepts in Agriculture.

THEME 7: MY BODY PARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.7 Imitative Speaking: Fluency** *(2 sessions)* • *Pronunciation* • *Intonation* • *Responding to instructions*	By the end of the Sub Strand, the learner should be able to: a) use appropriate pronunciation and intonation to describe the parts of the body for information, b) respond to given instructions correctly, c) advocate for good hygiene practices for lifelong learning.	The learner is guided to: • work jointly to practice pronouncing selected words with sound *qaf, taa, haa, siin, daa*, • name parts of the body and ask simple questions in groups, • collaborate to sing a song on locating the parts of their body and their function, • play a language game involving listening to simple instructions on functions of the parts of the body and respond to the instructions given.	1. How do you take care of your body? 2. Why is pronunciation and intonation key in deriving text meaning?

Core competencies to be developed:
- Communication and collaboration: This is promoted as the learner contributes actively when playing a language game involving listening to simple instructions on functions of the parts of the body and responding to the instructions given.
- Self-efficacy: This is enhanced as the learner exhibits audience awareness skills when singing a song on locating the parts of the body and their function.

Values:
Respect: This is promoted as the learner shows positive regard for self and others while working in groups to name parts of the body and ask simple questions.
Pertinent and Contemporary Issues (PCIs):
Health promotion issues: These are promoted as the learner gets to appreciate the parts of the body and the functions they play for healthy body coordination.
Link to Other Learning Areas:
The learner is able to relate the concept on pronunciation and intonation for fluency to their learning in English.

THEME 8: WEATHER AND ENVIRONMENT				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.8 Conversational Skills** *(2 sessions)* • *Vocabulary building* • *Turn taking* • *Conversation etiquette*	By the end of the Sub Strand, the learner should be able to: a) describe weather patterns for information, b) apply appropriate turn taking and etiquette in a discussion, c) appreciate the role of conversational skills for effective communication.	The learner is guided to: • work jointly to describe different weather patterns (*e.g. sunny, rainy, windy, cold*), • collaborate to play a language game where one uses non-verbal cues to describe a weather pattern and others try to guess which one it is, • role play a dialogue using turn taking skills to describe the weather patterns, • watch a video recording of a discussion illustrating etiquette in conversations, • conduct singing games on various weather patterns with peers.	1. How can we take care of ourselves in different weather conditions? 2. How can we ensure etiquette when holding conversations?

Core competencies to be developed:

- Communication and collaboration: This is promoted as the learner engages actively when playing a language game where one uses non-verbal cues to describe a weather pattern and others try to guess which one it is.
- Citizenship: This is enhanced as the learner engages in constructive dialogue when working jointly to describe different weather patterns.

Values:

- Peace: This is promoted as the learner displays tolerance with peers when conducting singing games on various weather patterns.
- Responsibility: This is promoted as the learner diligently engages in assigned roles when role playing a dialogue using turn taking skills to describe the weather patterns.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is promoted as the learner appreciates the weather and interacts with content on weather and the environment.

Link to Other Learning Areas:

The learner is able to relate the concept about turn taking and conversational etiquette to their learning in English and Kiswahili.

THEME 9: GETTING AROUND.				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.9 Imitative Speaking** *(2 sessions)* • *Vocabulary building: objects in the surrounding* • *Position of objects- in, on, under, behind*	By the end of the Sub Strand, the learner should be able to: a) recognise objects in the environment for comprehension, b) describe positions of objects in the environment for comprehension, c) appreciate vocabulary building for language acquisition.	The learner is guided to: • work jointly to identify objects found in their class or immediate environment, • listen to a video presentation on common items in the classroom attentively and repeat what the presenter is saying correctly, • describe the position of one object in relation to another using words like *in, on, under, behind*, • make sentences using vocabularies related to locating items in the classroom (e.g., *where is the book*?) • work jointly to play the 'Treasure Hunt' game to locate positions of objects in the surrounding.	1. How can you improve your speaking skill? 2. Why is the position of objects key in description?

Core competencies to be developed:
- Learning to learn: This is promoted as the learner is motivated to learn continuously when working jointly to identify objects found in their class or immediate environment.
- Digital literacy: This is promoted as the learner listens to video presentation on common items in the classroom attentively and repeats what the presenter is saying.
Values:
- Respect: This is nurtured as the learner shows positive regard for self and others while working jointly to demonstrate positions of objects at different locations.
- Social Justice: This is promoted as the learner accords equal opportunities to peers when playing the Treasure Hunt game to locate positions of objects in the surrounding
Pertinent and Contemporary Issues (PCIs):
Environmental awareness: This is promoted as the learner interacts with various objects in their class and immediate surrounding while describing their positions in relation to others.
Link to Other Learning Areas:
The learner is able to relate the concept of locating positions of objects to their learning of similar concepts in English.

ASSESSMENT RUBRIC FOR THE STRAND: LISTENING AND SPEAKING

Level / Indicator	Exceeding Expectation	Meeting Expectation	Approaching 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

Ability to respond to questions and prompts to show comprehension and engagement in oral interactions	The learner responds to all questions and prompts to show comprehension and engagement and goes further to give appropriate illustrations and examples	The learner responds to all questions and prompts to show comprehension and engagement	The learner responds to some questions and prompts to show comprehension and engagement	The learner responds to very few questions and prompts to show comprehension and engagement
Ability to employ gestures and facial expressions to enhance oral interactions	The learner employs adequate gestures and facial expressions in oral expressions whenever required. Is sensitive to cultural diversity and adapts non-verbal cues to diverse cultural contexts	The learner employs adequate gestures and facial expressions to complement oral expressions whenever required	The learner employs some gestures and facial expressions to complement oral expressions when required. A few gestures and facial expressions used do not rhyme with the intended communication	The learner employs a few gestures and facial expressions to complement oral expressions when required. Many of the gestures and facial expressions used do not rhyme with the intended communication

Ability to display willingness to 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 2.0: READING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.1 Guided Reading: Fluency** *(2 sessions)* • *Vocabulary building: Greetings and introductions*	By the end of the Sub Strand, the learner should be able to: a) articulate target Arabic words correctly, b) read greetings and introduction phrases correctly for information, c) appreciate the value of introductions and greetings in maintaining relationships.	The learner is guided to: • read Arabic words with *baa, mim, lam* and *daal* sound from a given display, • read simple words and phrases on greetings depicting different times of the day, • work jointly with peers to role play self-introduction (e.g. *Hello, How are you, my name is .....),* • team up to identify various ways of introducing self.	1. Why are greetings important? 2. How can one ensure that they speak Arabic fluently?

Core competencies to be developed:
- Self-efficacy: This is nurtured as the learner shows defining interpersonal skills when working jointly with peers to role play self-introduction.
- Learning to learn: This is promoted as the learner engages in collective learning as they read Arabic words with *baa, mim, lam* and *daal* sound.

Values:
- Responsibility: This is promoted as the learner cooperates with peers to identify various ways of introducing self.
- Love: This is nurtured as the learner portrays a caring attitude when working jointly with peers to role play self-introduction

Pertinent and Contemporary Issues (PCIs):
Social Cohesion: This is promoted as the learner gets to know how to initiate relationships with peers through greetings and self-introduction for peaceful co-existence.

Link to Other Learning Areas:
The learner is able to relate the concept of greetings and introductions to their learning of similar concepts in English.

THEME 2: FAMILY				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.2 Reading Aloud** *(2 sessions)* • *Simple sentences* • *Fluency*	By the end of the Sub Strand, the learner should be able to: a) use simple strategies to read target words in written texts, b) read short sentences on the family aloud for fluency, c) appreciate reading strategies for effective communication.	The learner is guided to: • collaborate with peers to read words aloud in a printed text containing *nuun,raa,saad,faa*, • take-turns to read simple short sentences about immediate family members in a given text, • peer review each other's presentation for constructive feedback, • work jointly to read texts containing *huwa* and *hiya*, • work collaboratively to conduct a reading mini-contest for fluency.	1. How can you show love to your family members? 2. How does pronunciation affect fluency in reading?

Core competencies
• Self-efficacy: This is enhanced as the learner shows concerted attention when reading words aloud using various reading strategies.
• Learning to learn: This is inculcated as the learner gives honest input when peer reviewing each other's presentation for constructive feedback.
Values:
• Responsibility: This is promoted as the learner engages in assigned duties when taking turns to read simple short sentences about immediate family members.
• Unity: This is enhanced as the learners combine joint efforts when working collaboratively to conduct a reading mini-contest for fluency.
Pertinent and Contemporary Issues (PCIs):
Citizenship: This is addressed as learners accommodate each other as they work in groups to accomplish tasks.
Link to Other Learning Areas:
The learner is able to relate the concept of family to similar concepts as covered in Religious Education.

THEME 3: MY SURROUNDING				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.3 Guided Reading: Fluency** *(2 sessions)* • *Vocabulary building: colours* • *Fluency*	By the end of the Sub Strand, the learner should be able to: a) identify colours of objects from a written text, b) read short familiar texts aloud with fluency, c) use acquired vocabulary in daily communication for language acquisition.	The learner is guided to: • conduct a reader's theatre to read a short text on classroom items, • work jointly to identify colours of classroom items from the text, • take turns to spell the words related to colours identified from the text, • work collaboratively to compose a simple song on various colours to describe classroom objects and present during interclass exhibitions.	1. Why is it important to read correctly? 2. How do colours make objects unique?

Core competencies to be developed:
- Communication and collaboration: This is promoted as the learner engages actively when taking turns to spell the words related to colours identified from the text.   - Self-efficacy: This is promoted as the learner effectively orders and prioritises tasks when conducting a reader's theatre to read a short text on classroom items.
Values:
Unity: This is inculcated as the learner displays a team spirit when teaming up with peers to compose a simple song on various colours to describe classroom objects.
Pertinent and Contemporary Issues (PCIs):
Environmental awareness: This is promoted as the learner interacts with various items and identifies colours from their surroundings.
Link to Other Learning Areas:
The learner is able to relate the concept on description using colours to their learning of similar concepts in Creative Arts.

THEME 4: TIME				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.4 Guided Reading: Fluency** *(2 sessions)* • *Reading pace* • *Vocabulary building: moments of the day and activities* • *Inferring meaning*	By the end of the Sub Strand, the learner should be able to: a) read simple sentences related to parts of the day at an appropriate pace, a) infer meaning of vocabulary on sequences of the day for comprehension, b) develop interest in reading Arabic texts for enjoyment.	The learner is guided to: • engage in reading short sentences at different paces, • work jointly to identify the most appropriate pace for reading texts, • team up to make a vocabulary bank on words related to the theme from texts, • work with peers to match vocabulary to their meaning, • conduct a reading speed game with peers on sentences or tongue twisters related to the theme.	Why is it important not to read too slowly or too fast**?**

Core competencies to be developed:
• Critical thinking and problem solving: This is promoted as the learner explores views to match vocabulary to their meaning. • Self-efficacy: This is inculcated as the learner conducts a reading speed game with peers on sentences or tongue twisters related to the theme.
Values: Unity: This is promoted as the learner teams up to make a vocabulary bank on words related to the theme from texts.
Pertinent and Contemporary Issues (PCIs): Citizenship: This is promoted as the learner works jointly with others to improve on their reading speed for fluency.
Link to Other Learning Areas: The learner is able to relate the concept of different reading paces to their learning of fluency in English.

THEME 5: FUN AND ENJOYMENT				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.5 Guided Reading: Vocabulary Building** *(2 sessions)* • *Vocabulary building- hobbies and interest* • *Inferring meaning of vocabulary*	By the end of the Sub Strand, the learner should be able to: a) identify target vocabulary from a text for information, b) infer meaning of vocabulary for comprehension, c) appreciate vocabulary building for language acquisition.	The learner is guided to: • conduct a reader's theatre on a short text related to the theme, • work jointly to identify vocabulary related to the theme, • team up with peers to prepare a mind map to outline various words related to the theme, • work jointly to identify meaning of the words, • practice reading the target words fluently.	1. How do you spend your free time? 2. How does new vocabulary help in learning Arabic language?

Core competencies to be developed:
- Communication and collaboration: This is promoted as the learner teams up with peers to prepare a mind map to outline various words related to the theme.
- Self-efficacy: This is promoted as the learner shows concerted attention when conducting a reader's theatre on a short text related to the theme.

Values:
- Respect: This is promoted as the learner accommodates diverse opinions when working jointly to identify meaning of the words.
- Unity: This is promoted as the learner cooperates with peers to identify vocabulary related to the theme.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: This is promoted as the learner works jointly with peers to build vocabulary on the theme for language acquisition.

Link to Other Learning Areas:
The learner is able to relate the concept on various activities done as hobbies and interests to their learning in Creative Arts.

THEME 6: FOOD AND DRINKS				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.6 Guided Reading: Fluency** *(2 sessions)* • *Vocabulary building: meals* • *Fluency-reading with expression*	By the end of the Sub Strand the learner should be able to: a) identify different foods and drinks taken at different times of the day for comprehension, b) use appropriate expression to read a text for fluency, c) develop interest in reading Arabic texts for enjoyment.	The learner is guided to: • work with peers to create a mind map showing different foods taken at different times of the day (*breakfast, lunch, supper/dinner, snacks*) • work jointly to match pictures of different foods and drinks to their names, • read short texts aloud with the appropriate pace, accuracy and expression, • peer review each other's reading for constructive feedback.	1. How do Arabic meals differ from other meals? 2. Why is reading with expression a key aspect in fluency?
Core competencies to be developed: • Self-efficacy: This is promoted as the learner shows defining self-expression skills when reading short texts aloud with the appropriate pace, accuracy and expression. • Learning to learn: This is promoted as the learner engages in collective learning when peer reviewing each other's reading speed for constructive feedback.				

Values:
Unity: This is promoted as the learner displays a team spirit while working jointly to create a mind map showing different foods taken at different times of the day.
Pertinent and Contemporary Issues (PCIs):
Health Promotion issues: These are addressed as the learners interact with information on various foods and drinks that could be taken at various times for healthy living.
Link to Other Learning Areas:
The learner is able to relate the concept on food and drinks to their learning of similar concepts in Agriculture.

THEME 7: PARTS OF THE BODY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.7 Reading Comprehension** *(2 sessions)* • *Vocabulary building-parts of the body* • *Comprehension strategy- Direct questions*	By the end of the Sub Strand, the learner should be able to: a) outline vocabulary related to the theme for comprehension, b) respond to direct questions from a text for comprehension, c) develop interest in reading variety of Arabic text for knowledge.	The learner is guided to: • articulate words on various parts of the body clearly and accurately, • list the names of parts of the body on flashcards in class, • work jointly to respond to direct questions from short texts, • match illustrations and names of parts of the body to their functions, • engage in reading activities for pleasure and comprehension.	1. Why is reading important? 2. How do direct questions help in understanding a text?

Core competencies to be developed:
- Critical thinking and problem solving: This is enhanced as the learner follows simple instructions to respond to direct questions from short texts.
- Learning to learn: This is nurtured as the learner builds on their own learning experiences when articulating words on various body parts clearly and accurately.

| **Values**: |
| Responsibility: This is nurtured as the learner exhibits a self- driven attitude when engaging in reading activities for pleasure and comprehension. |
| **Pertinent and Contemporary Issues (PCIs):** |
| Issues of self-awareness: These are addressed as the learner interacts with texts and illustrations on parts of the body for self-awareness on functions of the parts of the body. |
| **Link to Other Learning Areas:** |
| The learner relates the concept about parts of the body to their learning of similar concepts in Science and Technology. |

THEME 8: WEATHER AND ENVIRONMENT				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.8 Reading Comprehension** *(2 sessions)* • *Comprehension strategies-Prediction* • *Comprehension strategies-inferential questions*	By the end of the Sub Strand, the learner should be able to: a) predict events from a picture story on weather and environment, b) respond to inferential questions from a text for comprehension, c) read short Arabic texts for enjoyment.	The learner is guided to: • study a picture story related to the theme, • collaborate with peers to predict possible events in the story based on the picture details, • discuss views from peers on the predictions made, • respond to inferential questions from the picture stories, • work jointly to prepare creative mosaic patterns on various weather patterns, • display their creative works during the interclass exhibitions.	1. How can we take care of our immediate environment? 2. How can we predict events in a story before reading?

Core competencies to be developed:
• Learning to learn: This is promoted as the learner engages in collective learning when discussing views from peers on the predictions made. • Creativity and imagination: This is promoted as the learner embraces creative ideas when preparing creative mosaic patterns on various weather patterns.
Values: Unity: This is inculcated as the learner displays a team spirit while collaborating with peers to predict possible events in the story based on the picture details.
Pertinent and Contemporary Issues (PCIs): Safety and security: This is promoted as the learner interacts with information on ways of ensuring safety in different weather conditions.
Link to Other Learning Areas: The learner is able to link the concept on weather patterns to their learning of similar concepts in Science and Technology.

THEME 9: GETTING AROUND				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.9 Extensive Reading: Library Skills** *(2 sessions)* *Reading for enjoyment- simple Arabic stories*	By the end of the Sub Strand, the learner should be able to: a) identify simple Arabic texts to read for enjoyment, b) track reading progress for lifelong learning, c) develop a positive attitude towards reading.	The learner is guided to: • team up to identify simple texts to read for enjoyment, • collaborate with peers to create an Arabic mini-library for Library sessions, • conduct a reader's theatre to read Arabic texts with peers, • create a reading log (*with details such as title, author, characters, key events*) to track and monitor reading progress, • team up with peers to hold book club sessions to discuss Arabic stories read.	1. How can we make reading texts enjoyable?

Core competencies to be developed:
• Citizenship: This is promoted as the learner accumulates information on various themes when participating in book club sessions to discuss Arabic stories read.
• Learning to learn: This is promoted as the learner engages in collective learning when collaborating with peers to create an Arabic mini-library for Library sessions.
Values:
Unity: This is nurtured as the learner cooperates with peers to identify simple texts to read for enjoyment.
Pertinent and Contemporary Issues (PCIs):
Nationalism: This is addressed as the learner embraces peers and their unique qualities by working together to build a collection of Arabic texts and hold book club sessions to promote a reading culture.
Link to Other Learning Areas:
The learner is able to relate the concept on reading for leisure to their learning in English and Kiswahili.

ASSESSMENT RUBRIC FOR THE STRAND: READING

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching 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 in texts on unfamiliar topics.	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors in texts on unfamiliar topics and auto-corrects self in the few errors made.	The learner reads simple texts with natural and smooth flow and at an appropriate pace through most parts of the texts. Pays attention to most of the punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes	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 intonation are misplaced.

			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 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 3.0: WRITING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.1 Guided Writing: Spelling** *(2 sessions)* • *Common spelling mistakes*	By the end of the Sub Strand, the learner should be able to: a) identify common spelling mistakes in writing of Arabic words, b) outline target words with accurate spelling for comprehension, c) acknowledge the role of correct spelling for effective communication.	The learner is guided to: • discuss the common spelling mistakes in writing of Arabic words related to greetings and introductions, • write words with letter *baa, lam, mim, daal* correctly, • work jointly to fill gaps in words with missing Arabic characters, • work jointly to form words related to the theme from a collection of jumbled up characters in Arabic, • copy the Arabic greetings phrases neatly and legibly, • team up to practice greetings with peers.	1. Why is greeting important? 2. How does spelling ensure language accuracy?

Core competencies to be developed:
- Critical thinking and problem solving: This is enhanced as the learner analyses concepts when forming words related to the theme from a collection of jumbled up characters in Arabic.
- Self-efficacy: This is promoted as the learner shows concerted attention when writing words with letter *baa, lam, mim, daal* using correct spelling.

Values:
 Unity: This is promoted as the learner teams up with peers to practise greetings with peers.

Pertinent and Contemporary Issues (PCIs):
Gender issues: These are addressed as the learner appreciate their own and the opposite gender when practicing various greetings and introductions while working in groups or pairs.

Link to Other Learning Areas:
The learner is able to relate the concept on greetings and introductions to similar concepts covered in English.

THEME 2: FAMILY				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.2 Guided Writing: Symbols/Characters of the Alphabet** *(2 sessions)* • *Forming words* • *Neatness and legibility*	By the end of the Sub Strand, the learner should be able to: a) blend letters/ syllables to form words, b) copy words and sentences accurately, c) appreciate the characters of the Arabic Alphabet.	The learner is guided to: • work jointly to match sounds to letters and blend letters and syllables to form words, • trace words related to the theme accurately, • re-write the simple Arabic greetings and introduction neatly, • work collaboratively to match simple greetings to their responses, • practise greetings with peers and parents.	How can you develop a good handwriting?
Core competencies to be developed: Creativity and imagination: This is enhanced as the learner practises greetings with peers and parents. Learning to learn: This is promoted as the learner engages in collective learning when working collaboratively to match simple greetings to their responses.				

| **Values:** |
| Social justice: This is promoted as the learner gives others equal opportunities when working jointly to match sounds to letters and blend letters and syllables to form words. |
| **Pertinent and contemporary issues (PCIs):** |
| Cultural awareness: This is promoted as the learners appreciate different ways of interacting through Arabic greetings and introductions. |
| **Link to Other Learning Areas:** |
| The learner is able to relate this concept on greetings and introduction to similar concepts as taught in all other languages. |

THEME 3: MY SURROUNDING				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.3 Handwriting** *(2 sessions)* • *Vocabulary: Descriptive words - colours* • *Neatness and legibility*	By the end of the Sub Strand, the learner should be able to: a) identify vocabulary on colours for language acquisition, b) write simple sentences using descriptive words in neat and legible handwriting, c) appreciate the skill of writing for effective communication	The learner is guided to: • work jointly to list colours of items found in the classroom on flashcards, • draw, colour and label items found in the classroom, • share their work with their peers for review, • write simple sentences describing items by colour in the classroom in neat and legible handwriting. e.g. *(my pencil is red, the board is black)*	1. How do you take care of classroom items? 2. Why is neat handwriting preferred in writing?
Core competencies to be developed: • Critical thinking and problem solving: This is nurtured as the learner explores views when writing simple sentences describing items by colour in the classroom.				

- Creativity and critical thinking: This is enhanced as the learner embraces creative ways of drawing, colouring and labelling items found in the classroom.
Values: Responsibility: This is promoted as the learner is engaged in assigned duties when working jointly to list the items found in the classroom on flashcards.
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.
Link to Other Learning Areas: The learner is able to relate the concept on description of objects to their learning in English and Kiswahili.

THEME 4: DAYS OF WEEK

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.4 Guided Writing: Sequencing Ideas** *(2 sessions)* • *Simple sentences* • *Sequencing ideas*	By the end of the Sub Strand, the learner should be able to: a) construct simple sentences correctly, b) compose a logical and coherent paragraph for information, c) appreciate the skill of organizing ideas for logical and clear communication.	The learner is guided to: • create sentences from a given substitution table on parts of the day, • reorganise words from a given collection to form meaningful sentences, • reorganise jumbled up sentences to form a logical and coherent paragraph, • team up to play a game involving reorganizing jumbles up words to form a story.	1. Why is it good to organise ideas well in writing?
Core competencies to be developed: Critical thinking and problem solving: This is enhanced as the learner reorganizes words from a given collection to form meaningful sentences.				

Values:
Responsibility: This is promoted as the learner engages in assigned duties when teaming up to play a game involving reorganizing jumbled up words to form a story.
Pertinent and Contemporary Issues (PCIs):
Nationalism: This is promoted as the learners accommodate each other's contributions and show kindness to each other as they work in group to accomplish tasks.
Link to Other Learning Areas:
The learner is able to relate the concept on paragraph writing to their learning in English.

THEME 5: FUN AND ENJOYMENT				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.5 Guided Writing: Creative Writing** *(2 sessions)* • *Vocabulary building: Hobbies and interests* • *Imaginative paragraph*	By the end of the Sub Strand, the learner should be able to: a) list vocabulary related to the theme for language acquisition, b) create a short imaginative paragraph based on the theme, c) appreciate different Arabic writing styles.	The learner is guided to: • work jointly to build a vocabulary bank on words related to the theme, • match the words identified to their meaning, • write simple sentences related to hobbies and interests neatly and legibly, • 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.	How can you ensure creativity in writing?

Core competencies to be developed:
• Learning to learn: This is developed as the learner works jointly with peers to build a vocabulary bank on words related to the theme.
• Communication and collaboration: This is promoted as the learner works engagingly with peers to rearrange jumbled up sentences to form a creative story.

Values:
Integrity: This is enhanced as the learner displays trustworthiness and willingness to make their work better as they display their paragraph in class for peer review.

Pertinent and Contemporary Issues (PCIs):
Child care and Protection: This is enhanced as the learners are encouraged to explore their hobbies and interest within safe and supportive environments.

Link to Other Learning Areas:
The learner is able to link the concept on hobbies and interests to their learning of similar concepts in Creative Arts.

THEME 6: FOOD AND DRINK.				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.6 Guided Writing** *(2 sessions)* • *Simple sentences* • *Descriptive words* • *Neatness and legibility*	By the end of the Sub Strand, the learner should be able to: a) construct simple sentences correctly, b) use basic descriptive words in writing simple sentences, c) appreciate the skill of writing for effective communication.	The learner is guided to: • practise writing simple sentences legibly and correctly, • copy sentences, paying attention to spacing of words and shaping of characters and display their work, • peer review each other's work for constructive feedback, • collaborate with peers to use target words (*descriptive words*) from the theme to fill in gaps in sentences, • work jointly to organise jumbled up sentences to make up a sensible paragraph.	1. Why do we take meals? 2. How do descriptive words enhance language?

Core competencies to be developed:
• Critical thinking and problem solving: This is enhanced as the learner works jointly to use jumble up the sentences to make up a sensible paragraph.
• Learning to learn: This is promoted as the learner builds on their own learning experiences when copying sentences, paying attention to spacing of words and shaping of characters and displays their work.
Values:
Patriotism: This is promoted as the learner recognises the efforts of others when peer reviewing each other's work for constructive feedback.
Pertinent and Contemporary Issues (PCIs):
Healthy lifestyle: These are addressed as the learners appreciate the different foods and drinks and how best to ensure healthy living by eating right.
Link to Other Learning Areas:
The learner is able to link the concept of meals to their learning of similar concepts in Agriculture.

THEME 7: PARTS OF THE BODY				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.7 Guided Writing** *(2 sessions)* • *Vocabulary building* • *Simple sentences*	By the end of the Sub Strand, the learner should be able to: a) outline thematic words for comprehension, b) form sentences correctly from given words, c) develop interest in artistic expression through writing.	The learner is guided to: • write words on parts of the body using clues like similar first letter (e.g. words beginning with same letters/characters), • draw and label parts of the body and display on the class wall for peer review, • use thematic words on parts of the body to form sentences correctly, • team up to compete in forming as many sentences using target words provided.	1. Why do you take care of your body? 2. What makes up a complete sentence?
Core competencies to be developed: • Critical thinking and problem solving: This is enhanced as the learner follows simple instructions to form as many sentences using target words provided. • Creativity and imagination: This is enhanced as the learner embraces creativity when drawing and labelling parts of the body.				

Values:
• Responsibility: This is promoted as the learner engages in assigned duties during group tasks.
• Social justice: This is promoted as the learner fosters inclusivity of ideas when sharing work with peers for review.
Pertinent and Contemporary Issues (PCIs):
Personal Hygiene practices: These are promoted as the learners appreciate functions of parts of the body and how to take care of them.
Link to other Learning Areas:
The learner is able relate the concept of sentence construction to their learning in English and Kiswahili.

THEME 8: WEATHER AND ENVIRONMENT				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.8 Guided Writing** *(2 sessions)* • *Vocabulary building- Descriptive words* • *Simple sentences*	By the end of the Sub Strand, the learner should be able to: a) construct simple sentences correctly, b) use basic descriptive words in writing simple sentences, c) appreciate the skill of writing for effective communication.	The learner is guided to: • work jointly to list words that can be used to describe a weather pattern, • write very simple descriptions about weather patterns using short phrases/sentences, • outline their neatly written sentences on sentence strips, • work jointly to prepare a weather log to record weather patterns every day for one week.	How do weather patterns affect our daily life?
Core competencies to be developed: • Creativity and imagination: This is promoted as the learner embraces creative ideas when working jointly to prepare a weather log to record weather patterns every day for one week. • Self-efficacy: This is enhanced as the learner effectively orders and prioritises tasks when outlining their neatly written sentences on sentence strips.				

Values:
Social Justice: This is promoted as the learner accords equal opportunities to peers when listing words that can be used to describe a weather pattern.
Pertinent and Contemporary Issues (PCIs):
Climate change: This is addressed as the learner appreciates the different weather patterns and their impact over time to climate.
Link to other Learning Areas:
The learner is able to relate this concept about weather and environment to their learning in Social Studies.

THEME 9: GETTING AROUND.				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.9 Guided Writing: Paragraph Writing** *(2 sessions)* • *Simple sentences* • *Paragraph writing* • *Neatness and legibility*	By the end of the Sub Strand, the learner should be able to: a) create sentences using acquired vocabulary for comprehension, b) re-write a paragraph neatly and legibly for effective communication, c) develop positive attitude towards writing Arabic.	The learner is guided to: • work jointly to form words related to the theme from a collection of jumbled up Arabic characters/letters, • work jointly to re-order words correctly to form simple sentences, • form sentences from a substitution table, • collaborate with peers to fill word puzzles using words related to the theme, • practice copying a short paragraph related to the theme legibly and neatly.	1. Why do we need to keep classroom items safe? 2. How is a paragraph formed?

Core competencies to be developed:
- Critical thinking and problem solving: This is enhanced as the learner collaborates with peers to fill word puzzles using words related to the theme.
- Communication and collaboration: This is promoted as the learner engages actively to form words related to the theme from a collection of jumbled up Arabic characters/letters.

Values:
Peace: This is promoted as the learner displays tolerance when working jointly to re-order words correctly to form simple sentences related to the theme.

Pertinent and Contemporary Issues (PCIs):
Environmental awareness: This is promoted as the learners appreciate items in their classroom environment.

Link to Other Learning Areas:
The learner is able to relate the concept on sentence construction to their learning in English and Kiswahili.

ASSESSMENT RUBRIC FOR THE STRAND: WRITING

Level Indicator	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.
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.

APPENDIX 1: COMMUNITY SERVICE LEARNING PROJECT FOR UPPER PRIMARY LEVEL

Introduction

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

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1) **Preparation**

- Map out the targeted core competencies to be developed, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

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2) **Implementation CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to   assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies to be developed, values and subject skills.

3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually.** The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies to be developed and the nurturing of various values. The teacher is expected to vary the core competencies to be developed and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies to be developed and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

APPENDIX 2: 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. • Course books. • Magazines. • Internet. • Charts. • Posters. • Easy readers. • Menus.	• Reading aloud. • Discussions. • Observations. • Quizzes. • Portfolio. • Reading for fluency. • Role play. • Learning logs. • Exit or Admit stamps. • Peer assessment. • Checklists.	• School Open Days. • Kenya Music Festival. • Arabic language Clubs. • Exchange Programs. • 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.	• Total Physical Response. • Writing texts • Forming sentences. • Peer assessment. • Writing menus. • Observations. • Designing brochures. • Matching names to pictures.	• 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.

	• Illustrations. • Journals. • Recording devices. • Menus. • Brochures. • Resource person.	• Filling in missing information. • Writing simple plays. • Matching of sentences.	
4.0 Language structures.	• 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.