



MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

LEARNING AREA: ARABIC

GRADE 5

NOVEMBER 2019



KENYA INSTITUTE OF CURRICULUM DEVELOPEMENT

Arabic Essence Statement

Arabic is one of the foreign languages offered in Middle school. The essence of language is communication. Arabic language gives the learner firm foundation in all the language skills: Listening and speaking, reading and writing.

Learning of Arabic language at this level emphasises on the principles of the social-cultural theory of learning, Arabic exposes the learner to social, economic and political developments in the Arab world. The learner is therefore able to appreciate cultural diversity, one of the prerequisites for global citizenship. The language skills acquired at this level form a basis for further language development and, specialisation in the subsequent levels of learning.

General Outcomes

By the end of the course the learner should be able to:

- a) Respond to spoken and written Arabic for effective communication
- b) Access information written in Arabic for further learning
- c) Use Arabic grammatical rules to communicate efficiently
- d) Appreciate the culture of Arabic speaking people to promote national and international relationship for peaceful co-existence .

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.1 LISTENING AND SPEAKING	PEOPLE AND THEIR PROFESSION	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Respond to simple questions for introduction. 2. Introduce self and others by their profession. 3. Use first person pronouns in different context. 4. Develop interest in a profession. 	<p>Learners :-</p> <ul style="list-style-type: none"> • Listen attentively to introduction of different professions presented from a recorded media (radio, DVD) or resource person. • Role play different professions by introducing each other in pairs. • Are guided to form sentences orally using vocabularies learnt (طيار - طبيب - مهندس - مدرس - معلم - ممرض - صديق لي - مدير - مستشفى - مدرسة - شركة - هندسة - تربية طيران - صيدلية -) • Are guided to Form sentences using pronouns orally (أنا معلم نحن مهندسون) • Interact with family members and discuss about different professions. • Listen to a resource person talking about the important of different profession. 	<ol style="list-style-type: none"> 1) What is the importance of choosing a profession? 2) How do we introduce people by their professions?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration through role playing. • Digital literacy is enhanced when learners listen from recorded media. • Self-efficacy: Learners are able to give information about themselves with confidence. 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Life skills: the learner gains skills he/she can use in their day to day lives to gain recognition during introduction. • Career guidance: when a resource person talking about the important of different profession. 			<p>Values:</p> <ul style="list-style-type: none"> • Respect: Learners show respects to one another when they interact or role play. • Responsibility: Learners take care of the device when using recorded media (radio, DVD) 	
<p>Link to other learning areas: All languages, since they have an element of introduction, grammar and skills.</p>			<p>Suggested Community services learning activities: Learners interact with colleagues by introducing themselves to members of their immediate family therefore; get to form different relationships with people.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Response to questions	Learner confidently and correctly responds to questions	Learner correctly responds to questions	Learner sometimes responds to questions correctly	Learner rarely responds to questions correctly
Introduction	Learner confidently and correctly introduce self and others by their profession.	Learner correctly introduce self and others by their profession.	Learner fairly is able to introduce self and others by their profession.	Learner with difficulty introduce self and others by their profession.
Language structure	Learner always uses first person pronouns to construct simple sentences on the context appropriately	Learner most of the time uses first person pronouns to construct simple sentences on the context appropriately	Learner sometime uses first person pronouns to construct simple sentences on the context appropriately	Learner uses first person pronouns to construct simple sentences on the context with difficulty.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.2 READING	DESCRIPTION OF PEOPLE BY THEIR PROFESSION - Guided Reading - Pronouns (أنا نحن)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> 1) Read a given passage correctly 2) Pronounce the vocabulary learnt from the passage correctly 3) Identify first person pronouns in different contexts. 4) Appreciate importance of interacting with others through introduction. 	Learners :- <ul style="list-style-type: none"> • Read in pair a passage on introduction from a given text. • Read pictures of people with different professions. • Extract first person pronouns from a given passage in pair and in groups. • In group and individually read two word sentence using pronounce. (انا طيب نحن معلمون) 	<ol style="list-style-type: none"> 1) What is the importance of choosing a profession? 2) Why do we appreciate roles played by different profession? 3) How do we introduce people by their professions?
Core Competences to be developed: Self-efficacy: Learners are able to give information about themselves and others with confidence during passage Communication and collaboration through group reading				
PCIs: Life skills: the learner gains skills that can be used in their day to day live.			Values: Respect: Learners show respects one another when they are interacting with each other.	
Link to other learning areas: All other language areas while practicing reading skill.			Suggested Community services learning activities: Learners interact with colleagues by introducing themselves to members of their immediate family and therefore, get to form different relationships with people.	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Reading	Learner always read passage correctly and fluently	Learner Most of the times read passage correctly	Learner sometimes read passage correctly	Learner reads passage with difficult
Language structure	Learner always uses first person pronouns to construct simple sentences on the context appropriately	Learner most of the time uses first person pronouns to construct simple sentences on the context appropriately	Learner sometime uses first person pronouns to construct simple sentences on the context appropriately	Learner Uses first person pronouns to construct simple sentences on the context with difficulty.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.3. WRITING	PEOPLE AND THEIR PROFESSION	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1) Write the vocabularies from the passage on profession 2) Construct sentences using vocabularies correctly. 3) Use first person pronouns to construct sentences. 4) Write given words with the correct spelling 5) Enjoy the art of writing legibly 	<p>Learners :-</p> <ul style="list-style-type: none"> • Are guided to construct sentences using vocabularies (طيار - طبيب - مهندس - مدرس - معلم - ممرض - صيدلاني - مدير - مستشفى - مدرسة - شركة - هندسة - تربية طيران - صيدلية -) • Construct oral sentences from pictures of people with different professions • Complete sentences using pronouns orally. • Draw and colour pictures of people with different profession. 	<ol style="list-style-type: none"> 1) What is the importance of choosing career? 2) Why do you introduce others? 3) How do we introduce people by their professions?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: Learners are able to write information about themselves and others with confidence. • Communication and collaboration through writing 				
<p>PCIs: life skills: the learner gains skills that can be used in their day to day lives.</p>			<p>Values: Respect: Learners show respect to one another when they interact with each other.</p>	
<p>Link to other learning areas: All other language areas while practicing writing skill.</p>			<p>Suggested Community services learning activities: Learners interact with colleagues by introducing themselves to members of their immediate environment and therefore, get to form different relationships with people.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Language structure	Learner always uses first person pronouns to write simple sentences on the context appropriately	Learner most of the time uses first person pronouns to write simple sentences on the context appropriately	Learner sometime uses first person pronouns to write simple sentences on the context appropriately	Learner Uses first person pronouns to write simple sentences on the context with difficulty.
Spelling	Learner writes words with correct spelling effectively	Learner write words with correct spelling most of the time	Learner sometimes write words with correct spelling	Learner struggle to write words with correct spellings.

Strand	Sub Strand	Specific learning outcomes	General Learning Outcomes	Key Inquiry Questions
2.1 LISTENING AND SPEAKING.	EXTENDED FAMILY MEMBERS	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Respond to simple questions orally related to extended family. 2. Use demonstrative pronoun in forming simple sentences orally. 3. Tell the difference between immediate and extended family members. 4. Appreciate the importance of extended family members. 	<p>Learners:-</p> <ul style="list-style-type: none"> • Identify individually vocabulary about extended family members in a conversation and use it in sentences. (جدة جد عم عمه) • Are guided to conduct a dialogue in group and in pairs using demonstrative pronoun. (هذا \ هذه \ هذان \ هاتان) • Listen to stories about extended family from a media or a resource person. • Are guided to tell the difference between immediate and extended family members by making a story. • Are guided to sing songs about family members. 	<ol style="list-style-type: none"> 1. Who is an extended family? 2. Why is it important to know your extended family? 3. Who are the members of extended family?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration as they interact each other during dialogue and conversation. • Digital literacy when learners listen to stories from a media. • Self-efficacy when learners express and talk about the difference between the immediate and extended family members. • Citizenship when learners work in group and accommodate each other. 				
<p>PCIs: Gender issues. When learners know the importance of extended family - Promote religious aspects by showing respect towards members of extended family.</p>			<p>Values: Unity, Respect, Kindness, love, when learners work together and interact with their extended families</p>	
<p>Link to other learning areas: All other languages, social studies and religious studies.</p>			<p>Suggested Community services learning activities when Learners visit their extended family members and interact with them.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Response to questions	Learner consistently and correctly responds to questions.	Learner correctly responds to questions most of the time.	Learner responds to questions with minimum error	Learner struggles to respond to questions.
Language structure	Learner always uses demonstrative pronoun to construct simple sentences on the context appropriately	Learner most of the time uses demonstrative pronoun to construct simple sentences on the context.	Learner sometime uses demonstrative pronoun to construct simple sentences.	Learner uses demonstrative pronoun to construct simple sentences with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.2. READING	EXTENDED FAMILY MEMBERS	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Read a short passage with appropriate speed. 2. Recognize demonstrative pronouns from the passages 3. Pronounce a given vocabulary from the context correctly. 4. Develop interest in reading by constantly reading story books. 	<p>Learners :-</p> <ul style="list-style-type: none"> • Are guided to read short passage about extended family members in pairs with appropriate speed. • Practice reading sentences using demonstrative pronouns individually (هذا هذه) • Are guided to read songs about family members in groups. • Are guided to read sentences comprising vocabulary in pairs and individually. • Are encouraged to visit their extended family members. 	<ol style="list-style-type: none"> 1. What is an extended family? 2. Why is it important to know your extended family? 3. How do you know your extended family? 4. Who are the members of extended family?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: when learners are socializing with their extended family members and interacting each other when they are singing songs. • Self-efficacy when learners read passages about extended family members. • Citizenship when learners read passages or sentences in group and in pairs. 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Life skills when interacting with different members of the family. • Gender issues. When learners know the importance of extended family • Promote religious aspects by showing respect towards members of extended family. • Self-awareness and esteem by appreciating one's extended family. 			<p>Values: Respect and responsibility when learners are reading in groups or in pairs.</p>	
<p>Link to other subjects: Other languages, social studies, religious studies: All the languages.</p>			<p>Suggested Community services learning activities: Learners visit their extended family members and interact with them.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Reading	Learner always reads short passage with appropriate speed	Learner often reads short passage with appropriate speed	Learner sometimes reads short passage with appropriate speed	Learner rarely reads short passage with appropriate speed
Language structure	Learner always recognizes Demonstrative pronouns from the passages with a lot of ease.	Learner often recognizes Demonstrative pronouns from the passages with ease	Learner sometimes recognizes Demonstrative pronouns from the passages with some difficulty.	Learner rarely recognizes Demonstrative pronouns from the passages with a lot of difficulty.
Pronunciation.	Learner pronounces new words correctly in relevant contexts with a lot of ease.	Learner pronounces new words correctly in relevant contexts with ease.	Learner pronounces new words correctly in relevant contexts with some difficulty.	Learner pronounces new words correctly in relevant contexts with a lot of difficulty.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.3. WRITING	EXTENDED FAMILY MEMBERS	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> List the vocabularies from the passage legibly Write sentences using the demonstrative pronouns correctly. (هذا هذه \ هذان \ هاتان) Enjoy the art of writing legibly 	<p>Learners:-</p> <ul style="list-style-type: none"> Guided to use flash cards with vocabularies related to extended family members and match with their pictures. (جد- جدة- عم- عمة) Are asked to construct sentences using demonstrative pronouns in groups and pairs. (هذا- هذه - هذان - هاتان) Write sentences using given words.(جد- جدة- عم- عمة) Guided to write a short composition describing extended family members. Practice handwriting by copying texts from a book. 	<ol style="list-style-type: none"> Why is it important to know your extended family? How do you know your extended family? Who are the members of extended family?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration when learners are socializing with their extended family members and interacting with each other during dialogue and conversation. Self-efficacy when learners write words, sentences and passages about extended family members correctly. Citizenship when learners read passages or sentences in group and in pairs. 				
<p>PCIs: Life skills: Promote religious aspects by showing respect towards members of the family. Self-awareness and esteem by appreciating one's extended family.</p>			<p>Values: Respect and responsibility when Learners are writing in groups and in pairs.</p>	
<p>Link to other learning areas: All language areas, Social studies and religious studies.</p>			<p>Suggested Community services learning activities: Learners visit their extended family members, relatives and interact with them.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Handwriting	Learner always Write the vocabularies legibly and clearly.	Learner often Write the vocabularies legibly	Learner occasionally Write the vocabularies legibly	a) Learner rarely writes vocabularies legibly
Language structure	Learner always. Construct sentences using the demonstrative pronouns correctly.	Learner often constructs sentences using the demonstrative pronouns correctly.	Learner sometimes constructs sentences using the demonstrative pronouns correctly.	Learner rarely constructs sentences using the demonstrative pronouns correctly.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.1 LISTENING AND SPEAKING.	MY CLASSROOM	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Respond to questions orally. 2. Mention items found in the classroom correctly. 3. Form sentences using pronouns orally. 4. Differentiate between masculine and feminine forms for proper communication. 5. Use interrogative pronouns to construct sentences orally 6. Describe certain items found in the classroom correctly. 7. Appreciate classroom setup to enjoy learning 	<p>Learners:</p> <ul style="list-style-type: none"> • Listen to audio and video recordings about my classroom to acquire a variety of vocabularies. (Classroom, desk, chair, board) • Practice to form short sentences by using pronouns in pairs. أنا، أنت، نحن، هو، هي • Participate in conversations related to the context effectively in pairs and in groups. • Are guided to separate words on flash cards into masculine and feminine in pairs. • Practice to construct sentences using possessive pronouns • Are asked to form sentences using interrogative pronouns individually. 	<ol style="list-style-type: none"> 1. Which are the items found in the classroom? 2. How do we differentiate between masculine and feminine form of words? 3. What is the importance of having classroom equipment? (name the items)
<p>Core Competences to be developed: Communication and collaboration is integrated through the use of oral expression. Digital literacy: when learners interact with digital devices Self-efficacy: when learners participate in group discussions and also respond to questions.</p>				
<p>PCIs: learning to live together. Life skill Peer education: when learners are engaged in group discussions</p>			<p>Values: Respect: Learners respect one another when working in pairs and in groups. Responsibility: when learners handle digital devices with caution.</p>	
<p>Link to other subjects: Kiswahili, English, Mandarin, French, German, Indigenous languages</p>			<p>Suggested Community services learning activities: Learners help their parents arranging the rooms set up</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Attentive listening	Learner consistently and attentively listen to instructions and responds correctly.	Learner attentively listen to instructions and responds correctly.	Learner listen to instructions and responds correctly.	Learner listen to instructions and sometimes respond correctly.
Language proficiency	Learner always describe items found in the classroom.	Learner often describe items found in the classroom.	Learner occasionally describe items found in the classroom.	Learner rarely describe items found in the classroom.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.2. READING	MY CLASSROOM	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Read a given text with an appropriate speed. 2. Read vocabularies from the context correctly. 3. Identify the new words from the context appropriately. 4. Use acquired vocabulary for proper communication 	<p>Learners:</p> <ul style="list-style-type: none"> • Are asked to identify interrogative pronouns from given sentences individually • Are asked to differentiate words from masculine and feminine forms. • Read pictures of items found in the classroom. • Are asked to match pictures of classroom items with their names. • Draw and label items found in the class. 	<ol style="list-style-type: none"> 1. What does a classroom comprise of? 2. Why do you use these items?
<p>Core Competences to be developed: Communication and collaboration is integrated through group reading. Learning</p>				
<p>PCIs: learning to live together Peer education: when learners are engaged in group discussions</p>			<p>Values: Respect: Learners respect one another when working in pairs and in groups.</p>	
<p>Link to other subjects: Kiswahili, English, Mandarin, French, German, Indigenous languages</p>			<p>Suggested Community services learning activities: Learners help their parents arranging the rooms set up</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Active reading	Learner always reads a passage accurately and appropriately.	Learner often read a passage appropriately.	Learner occasionally read a passage correctly.	Learner rarely read a passage correctly.
Language structure	Learner always uses grammatical rules to construct sentences accurately	Learner most of the times uses grammatical rules to construct sentences correctly	Learner sometimes uses grammatical rules to construct sentences accurately	Learner uses grammatical rules to construct sentences with difficulty

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.3 WRITING	MY CLASSROOM	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Answer given questions from the passage correctly. 2. Construct simple sentences using pronouns correctly. 3. Classify words in their masculine and feminine forms. 4. Distinguish names of different items found in their classroom. 	<p>Learners:</p> <ul style="list-style-type: none"> • Are asked to answer questions from the comprehension in their exercise books. • Are asked to label the names of different items found in the classroom presented on pictures. • Are guided to draw pictures of different items found in the classroom. • Are asked to construct correct sentences individually using pronouns, masculine and feminine forms, possessive pronouns and interrogative pronouns individually. • Match the feminine words with their masculine form of words. 	<ol style="list-style-type: none"> 1. Which items does a student needs in a classroom? 2. How are the following items used in the classroom? (السيبورة، الطباشير)
<p>Core Competences to be developed Communication and collaboration is integrated through group reading. Learning</p>				
<p>PCIs: learning to live together Peer education: when learners are engaged in group discussions.</p>			<p>Values: Respect: Learners respect one another when working in pairs and in groups.</p>	
<p>Link to other subjects: Kiswahili, English, Mandarin, French, German, Indigenous languages have same aspect.</p>			<p>Suggested Community services learning activities: Learners help their parents arranging the home set up</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Spellings.	Learner consistently spells and writes words and phrases correctly.	Learner often spells and writes words and phrases correctly.	Learner occasionally spells and writes words and phrases correctly.	Learner rarely spells and writes words and phrases correctly.
Language structures	Learner always uses grammatical rules to construct sentences accurately	Learner most of the times uses grammatical rules to construct sentences correctly	Learner sometimes uses grammatical rules to construct sentences accurately	Learner uses grammatical rules to construct sentences with difficulty

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.1 LISTENING AND SPEAKING.	VEGETABLES AND FRUITS	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1) Respond to questions related to the theme correctly. 2) Construct simple sentences by using language structure appropriate. 3) Name orally some of the vegetables and fruits found in the locality. 4) Appreciate the importance of vegetables and fruits for their health. 	<p>Learners: -</p> <ul style="list-style-type: none"> • Listen attentively to stories about fruits and vegetables from digital devices. • Are asked to make sentences orally using different vocabulary related to fruits and vegetables (تفاحة – كرنب- خيار-) (عنب-طماطم- بصل-بطاطس- موز) • Are guided to conduct a dialogue in pairs and in groups using adjectives (تفاحة لذيذة موز كبير) • Guided to describe the taste of fruits in pairs and in groups • Are guided to construct simple verbal sentences individually (أكلت موزا) • Are asked to repeat the sentences using interrogative pronouns orally in pairs and in group (أين التفاحة ؟ متي أكلت العنب ؟) 	<ol style="list-style-type: none"> 1. What type of fruits and vegetables are found in your locality? 2. Why should we eat fruits and vegetables?
Core Competences to be developed: Communication and Collaboration through dialogue.				
PCIs: Life skills: skill of health related issues related to nutrition			Values: Respect, Responsibility: Learners take responsibility themselves to listen attentively and respect each other while conducting a dialogue.	
Link to other subjects: Science because it has an aspect of plants which gives vegetables and fruits.			Suggested Community services learning activities: Learners visit nearby market.	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Self-expression and use of grammatical rules.	Learner consistently and confidently expresses him/herself using appropriate grammatical rules and names some vegetables and fruits orally.	Learner confidently expresses him/herself using appropriate grammatical rules and names some vegetables and fruits orally.	Learner expresses him/herself using appropriate grammatical rules and names some vegetables and fruits orally.	Learner sometimes expresses him/herself using appropriate grammatical rules and names some vegetables and fruits orally.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.2. READING	VEGETABLES AND FRUITS	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1) Read a passage confidently with appropriate speed. 2) Identify language structure in the passage easily. 3) Read pictures of fruits and vegetable with appropriate speed. 4) Appreciate the importance of vegetables and fruits for their health. 	<p>Learners: -</p> <ul style="list-style-type: none"> • Guided to read loudly passage related to fruits and vegetables individually with appropriate speed • Asked to read sentences and identify different adjectives. (التفاحة لذيذة العنب صغير الموز كبير) • Read a given passage and identify verbal sentence in pairs and in groups. • Guided to conduct a class competition on questions and answers using interrogative pronouns. 	<ol style="list-style-type: none"> 1) Which fruits and vegetables are found in your locality? 2) What is the importance of fruits and vegetables?
<p>Core Competences to be developed: Communication and Collaboration as learners interact with peers as they work in groups and in pairs. Citizenship: Learners appreciate the fruits and vegetables found in their country.</p>				
<p>PCIs: Life skills: Skill of knowing. Health issues because it has an aspect of nutrition.</p>			<p>Values: Responsibility: Learners learn how to take care of plants and vegetation.</p>	
<p>Link to other subjects: Science because it has an aspect of plants which gives vegetables and fruits.</p>			<p>Suggested Community services learning activities: Learners appreciate different kinds of foods found in the community.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Reading and use of adjectives	Learner correctly and confidently reads a passage with appropriate speed and uses adjectives correctly to form short phrases using vocabulary learnt.	Learner confidently reads a passage with appropriate speed and uses adjectives correctly to form short phrases using vocabulary learnt.	Learner reads a passage with appropriate speed and uses adjectives correctly to form short phrases using vocabulary learnt.	Learner read a passage with some difficulty and uses adjectives correctly to form short phrases using vocabulary learnt.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.3 WRITING	VEGETABLES AND FRUITS	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1) Write short sentences neatly for effective communication. 2) Differentiate between fruits and vegetables by filling gaps. 3) Use language structure in constructing sentences for effective communication. 4) Appreciate the importance of vegetables and fruits for their health. 	<p>Learners:-</p> <ul style="list-style-type: none"> • Are guided to write letters, patterns, words and sentences neatly and legibly about fruits and vegetables presented from digital devices. • Are guided to sort out fruits from vegetables in pairs and individually then write them in different columns • List familiar names of fruits and vegetables and use them to construct sentences. • Draw and colour different types of fruits and vegetables. • Guided to write • Are asked to write short sentences using adjectives, interrogative pronouns and verbal sentence in their respective groups in pairs and individually. <p>(أَيْنَ مَتِي كَبِيرًا صَغِيرًا لَدِينِ)</p>	<ol style="list-style-type: none"> 1) What is the difference between fruits and vegetables? 2) Which fruits and vegetables are found in your locality?
<p>Core Competences to be developed: Communication and Collaboration: Learners interact with one another when they work in pairs and in groups. Digital literacy: Learners interact with digital devices.</p>				
<p>PCIs: Life skills. Skill of knowing for effective communication.</p>			<p>Values: Respect: learners are able to appreciate food.</p>	
<p>Link to other subjects: The Sub Strand is linked with Science because it has an aspect of plants which reproduce to give vegetables and fruits.</p>			<p>Suggested Community services learning activities: Learners visit a nearby market and write down the foods they observed.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Handwriting	Learner consistently writes letters, patterns, words and sentences neatly and legibly.	Learner often writes letters, patterns, words and sentences neatly and legibly.	Learner sometimes writes letters, patterns, words and sentences neatly and legibly.	Learner rarely writes letters, patterns, words and sentences neatly and legibly.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.1 LISTENING AND SPEAKING	NUMBERS (31-60)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1) Count numbers (31-60) orally in their correct order. 2) Identify numbers (31- 60) by their shapes 3) Respond confidently to oral questions that use interrogative pronouns. 4) Use identified interrogative pronouns correctly in various contexts orally. 5) Enjoy counting numbers for leisure. 	<p>Learners :-</p> <ul style="list-style-type: none"> • Use displayed number charts of (numbers 31-60) or digital pictures to mention names of various numbers correctly. • Are guided to respond to questions in pairs and in groups from audio visual equipment. (laptops, projectors) or resource person using interrogative pronouns (kam, bikam) • Are guided to conduct simple dialogues in pairs and in groups using interrogative pronouns (كم) (أيام في الشهر ؟ بكم إستريت القلم) • Listen to songs related to numbers from audio visual equipment. (laptops, projectors). • Guided to discuss with their family members the price of some items found at home • Are asked to count number of pupils in class. 	<ol style="list-style-type: none"> 1) What are the numbers that you know? 2) How do we count these numbers in words?
<p>Core Competences to be developed: Critical thinking and problem solving: Learners get an opportunity to think critically so as to solve situational problems as they occur. Digital literacy: Learners interact with digital devices.</p>				
<p>PCIs: life skills and Education: the learner gains counting skills of whatever items that are surrounding him/her.</p>			<p>Values: Integrity, Responsibility</p>	
<p>Link to other subjects: Mathematics which has an aspect of numbers.</p>			<p>Suggested Community services learning activities: involvement in charitable community activities where they can donate money.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Response to questions and number counting	Learner correctly counts numbers in a sequence and uses interrogatives correctly.	Learner counts numbers in a sequence and uses interrogatives correctly.	Learner counts numbers and uses interrogatives correctly.	Learner counts numbers and uses interrogatives with some difficulty.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.2 READING	NUMBERS(31-60)	By the end of the Sub Strand, the learner should be able to: 1. Read numbers (31-60) in figures correctly. 2. Read short passage that entails interrogative pronouns correctly with an appropriate speed. 3. Develop an interest in reading short passages with understanding.	Learners: <ul style="list-style-type: none"> Are guided to read numbers in figures displayed on chart correctly. (31 – 60) Read in pairs and in groups, a passage that entails interrogative pronouns (kam, bikam) with an appropriate speed. Are guided to listen an audio or resource person reading numbers then repeat in proper intonation. Participate in collecting data for needy people in their locality. 	1) How do we read these numbers? (khamsun waishroon) 2) What are the numbers that you know?
Core Competences to be developed: Critical thinking and problem solving: Learners get an opportunity to think critically so as to solve situational problems. Digital literacy, Self-efficacy. Gain the self-confidence in reading numbers.				
PCIs: life skills and Education: the learner gains counting skills of whatever items that are surrounding him/her.			Values: Respect: Learners take responsibility to respect each other while working together.	
Link to other subjects: Mathematics which has an aspect of numbers.			Suggested Community services learning activities: when participating in data collecting activities.	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Reading numbers in words within sentences.	Learner read numbers in words within sentences appropriately.	Learner read numbers in words within sentences correctly.	Learner read numbers in words within sentences with ease.	Learner read numbers in words within sentences with difficulty.
use of interrogative pronouns	learner most of the times use interrogative pronouns appropriately in forming sentences	learner sometimes use interrogative pronouns appropriately in forming sentences	learner rarely use interrogative pronouns appropriately in forming sentences	learner hardly use interrogative pronouns appropriately in forming sentences

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.3. WRITING	NUMBERS(31-60)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1) Write numbers (31-60) in figures correctly. 2) Write numbers (31-60) in their in their sequence correctly. 3) Write simple questions using interrogative pronouns from different contexts. 4) Enjoy writing Arabic numbers from left to right correctly. 	<p>Learners: -</p> <ul style="list-style-type: none"> • Are guided to write numbers (31- 60) in figures individually. • Write numbers and colour them correctly. • Guided to construct sentences using interrogative pronouns (kam, bikam) individually and in groups. • Guided to write words with correct spacing. 	<ol style="list-style-type: none"> 1. Why do we write numbers? 2. What are the significance of writing numbers in words?
<p>Core Competences to be developed: Critical thinking and problem solving: Learners get an opportunity to think critically as they solve mathematical problems. Creativity and imagination: Learners artistically and creatively colour numbers.</p>				
<p>PCIs: life skills and Education: the learner gains counting skills of whatever items that are surrounding him/her.</p>			<p>Values: Respect. Learners take responsibility to respect each other while working together.</p>	
<p>Link to other subjects: Mathematics which has an aspect of numbers. Creative arts while colouring.</p>			<p>Suggested Community services learning activities: Involvement in community activities when they are collecting data.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Writing	Learner consistently and correctly writes numbers in digits and in words.	Learner correctly writes numbers in digits and in words.	Learner writes numbers in digits and in words.	Learner sometimes writes numbers in digits and in words.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.1. LISTENING AND SPEAKING.	MONTHS OF THE YEAR	<p>By the end of the sub strand, the learner should be able to:</p> <p>5) Respond to simple questions correctly.</p> <p>6) Name the twelve months of the year using the correct sequence.</p> <p>7) Use interrogative pronouns of time to ask questions appropriately.</p> <p>8) Compare the Islamic calendar to the Gregorian calendar.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Are guided to respond question related to months of the year in pairs and in groups from audio visual equipment. (laptops, projectors) or resource person. • Listen to songs about months of the year from audio-visual devices. • Are guided to use interrogative pronouns of time to ask questions in pairs and in groups. (كم ، أي،متى، هل) • Are guided to sing songs related to the months of the year. • Are guided to compare between the months of the Arabic calendar and the months of Gregorian calendar in their correct order from a charts. 	<p>1) Which are the 12 Arabic months of the year in order?</p> <p>2) How do we use the following interrogative pronouns of time in a sentence? (كم ، أي،متى، هل)</p>
<p>Core Competences to be developed: Communication and Collaboration developed as the learners interact with each other in groups and in pairs. Learners appreciate the use of digital literacy as they interact with the audio-visual equipment</p>				
<p>PCIs: Life skills: Learning the yearly months enhances the learner's skill of knowledge as they develop their activities in very month of the year. Mathematical activities: concept of months of the year is taught.</p>			<p>Values: respect: learners respect each other as they work in groups and in pairs.</p>	
<p>Link to other subjects: social studies: where the aspect of yearly months is also tackled. Mathematics and other languages</p>			<p>Suggested Community services learning activities: Sharing information with relatives and friends on the names of the months in Arabic</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Attentive listening and response to questions.	Learner always listens attentively and responds to simple questions using interrogative pronouns correctly	Learner often listens attentively and responds to simple question using interrogative pronouns s correctly	Learner occasionally listens attentively and responds to simple questions using interrogative pronouns correctly	Learner rarely listens attentively and responds to simple questions using interrogative pronouns correctly
Naming months of the year.	Learner always names months of the year in their correct sequence and Compare the Islamic calendar to the Gregorian calendar easily	Learner often names months of the year in their correct sequence and Compare the Islamic calendar to the Gregorian calendar easily	Learner occasionally names months of the year in their correct sequence and Compare the Islamic calendar to the Gregorian calendar easily	Learner rarely names months of the year in their correct sequence and Compare the Islamic calendar to the Gregorian calendar easily

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.2. READING	MONTHS OF THE YEAR	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Read a given passage with an appropriate speed. 2. Identify interrogative pronouns in sentences correctly. 3. Read the months in the Islamic calendar correctly. 4. Appreciate different times of the year. 	<p>Learners:</p> <ul style="list-style-type: none"> • Repeat after the teacher a passage about the 12 months of the year in a group then read the passage individually with an appropriate speed. • Are given sentences to read and are asked to identify the interrogative pronouns in the sentences. (كم ، أي،متى، هل) • Are asked to compare between the months of Islamic calendar and months of Gregorian calendar presented on charts. • Are asked to read and underline interrogative pronouns given in a sentence. 	<ol style="list-style-type: none"> 1) Which are the sacred months of the year in the Islamic calendar? 2) How do we use the following interrogative pronouns of time in a sentence? (متي كم)
<p>Core Competences to be developed: Communication and Collaboration developed as the learners interact with each other in groups and in pairs. Learners appreciate the use of digital literacy as they interact with the audio-visual equipment.</p>				
<p>PCIs: Life skills: Learning the yearly months enhances the learner's skill of knowledge as they develop their activities in very month of the year.</p>			<p>Values: respect: learners respect each other as they work in groups and in pairs.</p>	
<p>Link to other subjects: social studies: where the aspect of yearly months is also tackled.</p>			<p>Suggested Community services learning activities: Sharing information with relatives and friends on the names of the months in Arabic</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Connected text and fluency	Learner always reads a text fluently and accurately with expressions.	Learner reads a text with ease and accurately with some expressions.	Learner reads a text with some difficulty, few errors and with little expressions	Learner reads a text with a lot of difficulty, notable errors and with no expressions.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.3 WRITING	MONTHS OF THE YEAR	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Write correct answers in a given broken passage. 2. Construct simple sentences by using interrogative pronouns correctly. 3. Use vocabularies from the theme to form sentences. 4. Compare between Islamic calendar and Gregorian calendar. 5. Appreciate months of the year in sequence with passion. 	<p>Learners:</p> <ul style="list-style-type: none"> • Are guided to fill in missing words in a broken passage provided on the context. • Use different vocabularies related to the theme to form sentences. (shahr/ shuhuur/ muharram) • Watch audio clip about the months of the year in Arabic. • Are guided to construct sentences using interrogative pronouns of time. • Are guided to match the months of Gregorian calendar with that of Islamic calendar. 	<ol style="list-style-type: none"> 1) Which are the 12 Gregorian months of the year? 2) How do we use the following interrogative pronouns of time in a sentence? (متي كم)
<p>Core Competences to be developed: Communication and Collaboration is developed as the learners interact with each other in groups and in pairs. Learners appreciate the use of digital literacy as they interact with the audio-visual equipment.</p>				
<p>PCIs: Life Skills. Learning the yearly months enhances the learner's skill of knowledge</p>			<p>Values: Respect: Learners respect one another when working in pairs and in groups.</p>	
<p>Link to other subjects: Social studies: where the aspect of yearly months is also tackled. Mathematics: where the concept of months of the year is taught.</p>			<p>Suggested Community services learning activities: Learner recognize the value of specific months of the year.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Writing	Learner always uses different vocabularies correctly in writing meaningful sentences.	Learner often uses different vocabularies correctly in writing meaningful sentences.	Learner rarely uses different vocabularies correctly in writing meaningful sentences.	Learner hardly uses different vocabularies correctly in writing meaningful sentences.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
7.1. LISTENING AND SPEAKING.	WILD ANIMALS AND BIRDS –	By the end of the Sub Strand, the learner should be able to: 1. Respond to simple questions correctly 2. Describe wild animal orally. 3. Pronounce names of different wild animals correctly. 4. Use the language structure in constructing simple sentences orally. 5. Develop respect for wild animals for economic gain	Learners :- <ul style="list-style-type: none"> • Listen to songs on wild animals from digital device or resource person then sing in pairs and groups. • Are guide to respond to questions correctly individually. • Watch a video on wild animals as they mention the names of the animals they see. • Construct simple nominal sentences using the names of the wild animals orally. • Form sentences using prepositions orally. (في – على) (– من – إلى) • Visit the national park to identify wild animals they learnt. 	1) What do we mean by the term wild animal? 2) Which wild animals do you know? 3) Where are wild animals found?
Core Competences to be developed: Digital literacy: accessing information about names of wild animals from the DVD can enhance development of digital skills.				
PCIs: Environmental issues as the learners interact with their environment			Values: showing care for the animals inculcates the value of love.	
Link to other subjects: Environmental studies, science and technology and Social studies has the same aspect.			Suggested Community services learning activities: Learners visit the park with family members and mentions the names of the wild animals.	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Definition of wild animals and pronunciation of their names.	Learner consistently and correctly defines wild animals and pronounces their names appropriately	Learner correctly defines wild animals and pronounces their names appropriately	Learner sometimes defines wild animals and pronounces their names appropriately	Learner hardly defines wild animals and pronounces their names appropriately
Nominal sentences and prepositions	Learner consistently and correctly construct simple nominal sentences using prepositions and names of wild animals	Learner correctly constructs simple nominal sentences using prepositions and names of wild animals	Learner sometimes constructs simple nominal sentences using prepositions and names of wild animals	Learner hardly constructs simple nominal sentences using prepositions and names of wild animals

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
7.2. READING.	WILD ANIMALS AND BIRDS.	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Read short paragraphs on wild animals with appropriate speed. 2. Articulate language structure correctly 3. Identify names of wild animals from a written text. 4. Develop interest in reading short stories. 	<p>Learners</p> <ul style="list-style-type: none"> • Are guided to read a short passage related to wild animals in pairs and in group • Read short paragraphs and extract prepositions and nominal sentences in pairs and individually. (في \ علي \ من \ الي) • Read pictures of wild animals and birds then answer questions for comprehension in groups, pairs and individually. • Read short paragraphs and pronounce nominal sentences correctly in pairs and individually. • Learners in groups read short paragraphs silently and aloud. 	<ol style="list-style-type: none"> 1. What do we mean by the term wild animal? 2. Which wild animals do you know? 3. Which wild animals are found in the park?
Core Competences to be developed: extracting of nominal sentences from the passage enhances critical thinking and problem solving abilities				
PCIs: environmental issues as the learners interact with their environment			Values: showing care for the animals inculcates the value of love. Responsibility towards caring for animals.	
Link to other subjects: Science, Social studies.			Suggested Community services learning activities: Learners visit the park with family members and observe the names of the wild animals.	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Active Reading	Learner consistently and confidently reads passages with fluency and appropriate speed.	Learner consistently reads passages with fluency and appropriate speed.	Learner sometimes reads passages with fluency and appropriate speed.	Learner hardly reads passages with fluency and appropriate speed.
Articulation	Learner articulates nominal sentences and prepositions correctly and consistently with ease.	Learner articulates nominal sentences and prepositions correctly.	Learner sometimes articulate nominal sentences and prepositions correctly	Learner hardly articulates nominal sentences and prepositions correctly

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
7.3 WRITING	WILD ANIMALS AND BIRDS	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1) Write sentences on the context correctly using prepositions. 2) Use names of wild animals in writing simple nominal sentences. 3) Develop interest in writing skills by practicing basic Arabic handwriting. 	<p>Learners</p> <ul style="list-style-type: none"> • Are guided to fill in gaps using prepositions individually. (في – على – من – إلى) • Watch pictures of the wild animals from a video or any other source then write their names. • Guided to write nominal sentences using names of the wild animals and birds. • Guided to copy ten words to perfect their handwriting. • Learners draw pictures of wild animals and birds then colour them. 	<ol style="list-style-type: none"> 1) Which wild animals do you know? 2) What are the components of a nominal sentence? 3) How are wild animals important to us?
Core Competences to be developed: extracting of nominal sentences from the passage enhances critical thinking and problem solving abilities.				
PCIs: animal welfare education			Values: showing care for the animals inculcates the value of love.	
Link to other subjects: Science, Social studies and environmental studies.			Suggested Community services learning activities: Learners visit the park with family members and observe wild animals.	

Assessment Rubrics

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Guided writing	Learner always writes meaningful words/sentences.	Learner often writes meaningful words/sentences.	Learner occasionally writes meaningful words/sentences.	Learner rarely writes meaningful words/sentences.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
8.1 LISTENING AND SPEAKING	INTERNAL BODY PARTS	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> Name five human internal organs correctly Use the demonstrative pronouns in simple sentences in accordance to the context. Respond to questions about external body part appropriately. Appreciate the creation of God as blessing to human being. 	<p>Learners</p> <ul style="list-style-type: none"> Listen to story from Audio or resource person and respond to questions posed according to the context correctly. Are guide to use displayed pictures of internal human body parts on digital devices or charts to locate and name them correctly in pairs and individually. القلب الكبد – الكلية – الرئة- البطن الطحال – الأمعاء الدقيقة الأمعاء الغليظة Listen to songs about internal body part from digital devices or resource person and sing in pairs and in groups. Are guide to use the demonstrative pronouns (هذا – هذه – هذان – هاتان) to construct sentences in pairs and individually orally. Are guide to use the vocabularies learnt from the theme to construct sentences. (القلب الكبد – الكلية – الرئة- البطن – الطحال – الأمعاء الدقيقة – الأمعاء الغليظة-) 	<ol style="list-style-type: none"> What are the importance of internal human body parts? How do you take care of your internal body parts?
<p>Core Competences to be developed: communication and collaboration: when learners are engaged in responding to questions individually and in pairs. Digital literacy: learners manipulate digital devices. Learning to learn: learners learn to take care of their bodies to avoid illnesses.</p>				
<p>PCIs: Health related issues: Learners understand the importance of each internal body part and therefore learn to take care of their health to avoid different illnesses. GENDER RELATED ISSUES: Learners respond appropriately to gender-based concerns.</p>			<p>Values: Responsibility: Learners understand the importance of their body parts and learn to take good care of their bodies.</p>	
<p>Link to other subjects: Science: The subject has an aspect of human body. Religious Studies: By appreciating the blessings that God has bestowed upon them by granting them body parts.</p>			<p>Suggested Community services learning activities: learners learn to take care of those around them with illnesses and different disabilities.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Naming body organs	Learner Consistently names internal body organs.	Learner Names internal body organs correctly.	Learner Names internal body organs with difficulty.	Learner Rarely names internal body organs.
Grammatical functions	Learner Always uses demonstrative pronouns appropriately correctly.	Learner Most of the times uses demonstrative pronouns correctly.	Learner Sometimes uses demonstrative pronouns correctly.	Learner Hardly uses demonstrative pronouns correctly.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
8.2. READING	INTERNAL BODY PARTS	<p>By the end of the sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1) Identify the internal human organs from the passage read. 2) Read a passage with appropriate speed for comprehension. 3) Identify demonstrative pronouns from the passage read. 4) Appreciate the creation of God as blessing to human being. 5) Answer the questions given from the passage correctly. 	<p>Learners: -</p> <ul style="list-style-type: none"> • Are guided to identify the internal body parts mentioned in a passage by underlining them. (القلب الكبد – الكلية – الرئة- البطن – الطحال – الأمعاء الدقيقة – الأمعاء الغليظة-) • Are guided to answer questions from the passage through independent reading individually. • Practice reading constructed sentences comprising demonstrative pronouns correctly in pairs and in groups. (هذا) • Learners are encouraged to practice reading supplementary books in the library for active reading and acquisition of a variety of vocabulary. 	<ol style="list-style-type: none"> 1. Which are the internal human body parts? 2. What is the importance of internal body parts?
<p>Core Competences to be developed: Learning to learn: learners avoid affecting their own health as well as that of others after learning the importance of their bodies. Communication and collaboration: when learners interact as they work in groups and in pairs.</p>				
<p>PCIs: Health related issues: Learners understand the importance of each internal body part and therefore learn to take care of their health to avoid different illnesses. Life skills: learners embrace the idea of caring for the special needs' persons.</p>			<p>Values: Responsibility: Learners understand the importance of their body parts and learn to take good care of their bodies.</p>	
<p>Link to other subjects: Science, Religious Studies, Other languages</p>			<p>Suggested Community services learning activities: learners learn to take care of those around them with illnesses and different disabilities.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Reading fluency	Learner reads a text of about 200 words fluently;	Learner reads a text of about 200 words with ease;	Learner reads a text of about 200 words with some difficulty;	Learner reads a text of about 200 words with a lot of difficulty;

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
8.3 WRITING	INTERNAL HUMAN BODY PARTS	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Write sentences using demonstrative pronouns correctly. 2. Write complete sentences using the vocabulary learnt from the theme. 3. Draw internal body parts properly for further understanding. 4. Appreciate the creation of God as blessing to human being. 	<p>Learners: -</p> <ul style="list-style-type: none"> • Are guided to write sentences using demonstrative pronouns individually. (هذا – هذه – هذان – هاتان) • Complete sentences by filling in the gaps using external body parts القلب الكبد – الكلية – الرئة- البطن – الطحال – الأمعاء الدقيقة – الأمعاء الغليظة. • Are guided to draw and colour external body parts then label it correctly. • Visit nearby butchery and write down the internal body parts of a slaughtered animal. 	<ol style="list-style-type: none"> 1) What is the importance of internal body parts? 2) Which body parts are found internally?
<p>Core Competences to be developed: Learning to learn: learners avoid affecting their own health as well as that of others after learning the importance of their bodies Creativity and imagination: when learners draw and colour external body parts.</p>				
<p>PCIs: Health related issues: Learners understand the importance of each internal body part and therefore learn to take care of their health to avoid different illnesses. Gender related issues: Learners respond appropriately to gender-based concerns.</p>			<p>Values: Responsibility: Learners understand the importance of their body parts and learn to take good care of their bodies.</p>	
<p>Link to other subjects: Science, Religious Studies, Other languages</p>			<p>Suggested Community services learning activities: learners learn to take care of those around them with illnesses and different disabilities.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Sentence Construction	Learner always uses demonstrative pronouns in constructing sentences with ease.	Learner often uses demonstrative pronouns in constructing sentences with ease.	Learner occasionally uses demonstrative pronouns in constructing sentences.	Learner rarely uses demonstrative pronouns in constructing sentences.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Questions
9.1. LISTENING AND SPEAKING.	COMMON FOODS IN KENYA	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Respond orally to instructions related to the theme correctly. 2. Use language structure in forming sentences for proper communication. 3. Mention different types of foods that are found in Kenya. 4. Appreciate importance of food to human life. 	<p>Learners:</p> <ul style="list-style-type: none"> • Listen to a presentation from a digital device and answer the questions. • Are guided to conduct a conversation in pairs using vocabularies related to Food. • Discuss in group the importance of foods to human being • Name common foods that are found in Kenya • Construct sentences orally using interrogative pronouns individually. (كيف- متى – ماذا - أين) • Sing songs in groups about common foods found in Kenya. • Discuss in group common foods found in their locality. • Present common foods found in Kenya in the class and display in the agricultural corner. • Visit nearby farm and interact with farmers to get further information about agriculture. 	<ol style="list-style-type: none"> 1. What is the importance of foods to human being? 2. Which are the common Foods found in Kenya?
<p>Core Competences to be developed: Communication and Collaboration. Learners interact with one another when they work in groups Digital literacy: learners listen to a presentation on a digital device. Creativity and imagination: learners creatively draw and colour various foods found in their locality.</p>				
<p>PCIs: Health Issues because it has an aspect of nutrition.</p>			<p>Values: Responsibility: learners maintain the digital device responsibly.</p>	
<p>Link to other subjects: Home science, because it has an aspect of nutrition Creative Arts – singing a song.</p>			<p>Suggested Community services learning activities: Learners visit a local market and interact with vendors to learn more about common foods</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Pronunciation and response to questions	Learner consistently and correctly pronounces and responds to questions.	Learner pronounces and responds to questions correctly.	Learner pronounces and responds to questions hesitantly.	Learner hardly pronounces and responds to instructions.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Questions
9.2. READING	COMMON FOODS IN KENYA	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Read fluently a given text with an appropriate speed 2. Identify different common foods in Kenya. 3. Use correct language structure in reading sentences. 4. Develop interest in reading by reading supplementary books. 	<p>Learners:</p> <ul style="list-style-type: none"> • Read after the teacher a passage about the theme (common foods found in Kenya). • Practice reading silently from digital devices individually. • Are asked to read sentences and identify the interrogative pronouns found in a passage. (كيف - متى - ماذا - أين) • Practice reading a passage on the theme in pairs and in groups. • Read pictures of different foods found in Kenya from charts. • Interact with their family members on the foods they consume at home. 	<ol style="list-style-type: none"> 1. What kind of foods are found in your locality? 2. Which are the delicious local foods in Kenya?
<p>Core Competences to be developed: Communication and Collaboration: Learners interact with one another when they work in groups.</p> <p>Digital literacy: Learners interact with digital devices.</p>				
<p>PCIs: Life skills: skills of knowing and living with others e.g effective communication.</p>			<p>Values: Responsibility: learners take responsibility on a healthy living</p>	
<p>Link to other subjects: Home science, because it has an aspect of nutrition.</p>			<p>Suggested Community services learning activities: Learners visit a local market and interact with vendors to learn more about common foods.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Comprehension	Learner always reads and retells a story, poem or conversation correctly;	Learner occasionally reads and retells a story, poem or conversation correctly;	Learner often reads and retells a story, poem or conversation correctly.	Learner rarely reads and retells a story, poem or conversation correctly;
Connected text	Learner always connects personal experiences with what happens in a story.	Learner always connects personal experiences with what happens in a story.	Learner always connects personal experiences with what happens in a story.	Learner always connects personal experiences with what happens in a story.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Questions
9.3. WRITING	COMMON FOODS IN KENYA	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Write dictated words with correct spellings. 2. Use interrogative pronouns appropriately. 3. Use vocabularies related to theme to form correct sentences. 4. Recognize different types of food that are found in Kenya. 	<p>Learners:</p> <ul style="list-style-type: none"> • Fill broken passages using correct interrogative pronouns. • Brainstorm on new words learned and practice spelling them in writing. • Are guided to form sentences using dictated words. • Engage in spelling games: e.g. Forming words from letter cut outs, scrabble, spelling relay. • Draw and colour different types of foods found in Kenya and name them. 	<ol style="list-style-type: none"> 1. Why do we eat certain foods in Kenya? (name them) 2. Which are the delicious local foods in Kenya?
<p>Core Competences to be developed: Communication and Collaboration: Learners work in groups to form sentences. Learning to learn. Learners use the learnt words in spelling games. Creativity and imagination: learners creatively draw and colour different types of foods found in Kenya.</p>			<p>Values: Respect: Learners respect one another when working in pairs and in groups.</p>	
<p>PCIs: life skills. Learners develop interactive skills.</p>			<p>Suggested Community services learning activities: Learners visit a local market and interact with vendors to learn more about common foods.</p>	
<p>Link to other subjects: Home science: because it has an aspect of nutrition. Creative arts: learners draw and colour aesthetically.</p>			<p>Suggested Community services learning activities: Learners visit a local market and interact with vendors to learn more about common foods.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Guided writing	Learner always writes meaningful words/sentences from a prompt;	Learner often writes meaningful words/sentences from a prompt;	Learner occasionally writes meaningful words/sentences from a prompt;	Learner rarely writes meaningful words/sentences from a prompt;
Use of interrogatives	Learner always recognises the correct meaning of interrogatives to be used in filling in gaps in sentences;	Learner often recognises the correct meaning of interrogatives to be used in filling in gaps in sentences;	Learner occasionally recognises the correct meaning of interrogatives to be used in filling in gaps in sentences;	Learner rarely recognises the correct meaning of interrogatives to be used in filling in gaps in sentences;
Sentence construction	Learner always re-arranges words to make meaningful phrases and sentences.	Learner often re-arranges words to make meaningful phrases and sentences.	Learner occasionally re-arranges words to make meaningful phrases and sentences.	Learner rarely re-arranges words to make meaningful phrases and sentences.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Questions
10.1. LISTENING AND SPEAKING.	ENVIRONMENT CONSERVATION	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> Respond to simple questions correctly. Construct phrases using adjectives with the given text orally. Define the meaning of environment conservation. Develop interest in maintaining and taking care of the environment. 	Learners: <ul style="list-style-type: none"> Listen and answer to simple questions related to environment from a recorded DVD or a resource person. Are guided to describe environment using the right adjectives. Are guided to clean different parts of the school compound in small groups. Are encouraged to help their parents clean their homes. Are asked to construct sentences using adjectives orally. Are guided to describe conservation of their immediate environment using adjectives. 	<ol style="list-style-type: none"> How can we take care of our immediate environment? Why is it important to conserve the environment? What is environment conservation?
Core Competences to be developed: communication and collaboration through working in small groups. Digital literacy when the learners access information about the environment through digital devices (DVD).				
PCIs: Life skills as the learner is able to clean his/her immediate environment			Values: peace and love as the learners interact with each other peacefully.	
Link to other subjects: Science, Social studies.			Suggested Community services learning activities: Learners participate in cleaning their immediate environment at home.	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Responding	Learner always responds to questions consistently and correctly	Learner often responds to questions correctly	Learner occasionally responds to questions correctly	Learner rarely responds to questions correctly
Grammatical structure	Learner consistently and correctly uses adjectives to form sentences orally.	Learner correctly uses adjectives to form sentences orally.	Learner has difficulty using adjectives to form sentences orally.	Learner hardly uses adjectives to form sentences orally.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Questions
10.2. READING. (2 Lessons)	ENVIRONMENT CONSERVATION. –	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Read a passage on the context fluently. 2. Identify from a given passage cleaning activities. 3. Read sentences comprising adjectives correctly. 4. Mention the importance of conserving the environment. 5. Develop interest in reading short story books. 6. Develop interest in joining environmental club 	<p>Learners:</p> <ul style="list-style-type: none"> • Practice reading short passages from digital devices or any other reading materials with appropriate speed in pairs. • Are guided to extract the cleaning activities from a passage in pairs. • Are guided to read phrases constructed using adjectives individually. <p>(الشجرة طويلة، البيت نظيف، المدرسة كبيرة)</p> <ul style="list-style-type: none"> • Read the importance of conserving environment from textbook or newspaper. • Read short stories on environment for leisure. 	<ol style="list-style-type: none"> 1. How can we take care of the environment? 2. Why is it important to conserve the environment? 3. What is environment conservation?
<p>Core Competences to be developed: communication and collaboration through working in small groups. Critical thinking and problem solving through forming the words and reading them</p>				
<p>PCIs: environmental issues as the learners learn how to preserve their immediate environment</p>			<p>Values: responsibility as learners show their responsibility of cleaning their environment</p>	
<p>Link to other subjects: Science, Social studies.</p>			<p>Suggested Community services learning activities: Learners participate in cleaning their immediate environment at home.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Reading	Learner reads correctly and with considerate speed.	Learner most of the times reads correctly with considerate speed.	Learner sometimes reads correctly with a considerate speed.	Learner reads hesitantly with slow speed.
Understanding.	Learner consistently reads large number of phrases with an expressive interpretation.	Learner most of the times reads smaller grouping of words with an expressive interpretation.	Learner can reads three to four words with a meaningful interpretation.	Learner occasionally reads two to three words which does not preserve any meaning.
Grammar	Learner can identify adjectives in a sentence instantly.	Learner most of the times identify adjectives in a sentence.	Learner sometimes identifies adjectives in a sentence.	Learner can identify adjectives in a sentence with difficulty.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Questions
10.3 WRITING	ENVIRONMENT CONSERVATION	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Write simple sentences on the context correctly. 2. Write with correct spelling. 3. Write with correct punctuation. 4. Describe how the environment is conserved through writing. 5. Develop a habit of writing legibly for proper communication. 	<p>Learners:</p> <ul style="list-style-type: none"> • Copy written words and re-write them clearly individually. • Are guided to listen and write phrases from a recorded tape with correct spellings. • Fill in blank spaces using words from the passage to complete the meaning. • Write a short composition on how to conserve the environment. • Are guided to draw and colour a picture of a clean and conducive environment. 	<ol style="list-style-type: none"> 1. Why do we clean our environment? 2. Why is it important to conserve the environment?
<p>Core Competences to be developed: communication and collaboration through working in small groups. Digital literacy through use of the recorded tape. Self-efficacy: when learners draw and write confidently Learning to learn: when learners continuously take care of the environment</p>				
<p>PCIs: Environmental education: as learners learn how to conserve their immediate environment</p>			<p>Values: responsibility as learners show their responsibility of cleaning their environment</p>	
<p>Link to other subjects: Science, Social studies, English. Creative arts: when learners draw and colour pictures of landscape.</p>			<p>Suggested Community services learning activities: Learners participate in cleaning the nearest market to the school.</p>	

ASSESSMENT RUBRICS

INDICATOR	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Thematic vocabularies.	Learner can use vocabulary learnt to construct sentences accurately.	Learner most of the time can use vocabulary learnt to construct sentences	Learner sometimes can use vocabulary learnt to construct sentences	Learner can use vocabulary learnt to construct sentences with difficulty.
Spellings and punctuation.	Learner writes words, phrases and sentences structures effectively and correctly.	Learner write words, phrases and sentences structures correctly.	Learner writes with spelling errors and punctuation are few.	Learner misspells sentences and writes without using punctuation marks.
Ideas	Learner's ideas are supported and organized when describing how the environment is conserved.	Learner's ideas are organized when describing how the environment is conserved.	Learner's ideas are sometimes organized when describing how the environment is conserved.	Learner's ideas are not organized when describing how the environment is conserved.

LIST OF RESOURCES (ARABIC GRADE 5)

1. Audio and video recordings
2. TV
3. Projectors
4. Smart boards
5. DVD players
6. Smart phones
7. Laptops
8. Radios
9. Internet
10. Course and workbooks
11. Charts
12. Flash cards
13. Drawings
14. Pictures
15. Programme and different activities.

LIST OF ASSESSMENT METHODS

1. Observations
2. Discussions
3. Quizzes
4. Questionnaires
5. Oral evaluation
6. Projects
7. Cloze test
8. Demonstrations
9. Drawings
10. Presentations
11. Self -Assessment
12. Peer -Assessment