



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

UPPER PRIMARY LEVEL DESIGNS

SUBJECT: ARABIC

GRADE 6



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

JANUARY 2021

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January, 2019 from the level of Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). This was followed by the roll out of the curriculum in Grade 4 in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were developed.

Grade 6 designs have now been developed. These curriculum designs are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubric, pertinent and contemporary issues, values and Community Service Learning (CSL) activities.

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

PROF. GEORGE A. O. MAGOHA, MBS, EBS, CBS
CABINET SECRETARY
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PREFACE

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 in 2020. This is the first cohort of the Upper Primary level in the new education structure. Grade 5 and 6 designs have also been developed.

Grade 6 being the final stage of the upper primary level is very critical in the realization 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 Nurturing every Learner's potential.

Therefore, the Grade 6 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). The designs also offer several suggested interactive learning activities and variety of assessment techniques. It is expected that the curriculum designs will guide the teachers to enable learners attain the expected learning outcomes for Grade 6 and prepare them effectively for the next Grade.

It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Dr. Sara Ruto and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for Grade 7.

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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 instil 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-fulfilment

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 instil 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.

SUGGESTED TIME ALLOCATION

Subject	Lessons Per Week
Mathematics	5
Physical and Health Education	5
English language	4
Kiswahili Language KSL for learners who are deaf	4
Science and Technology	4
Agriculture	3
Creative Arts (Art and craft, Music)	3
Home science	3
Religious Education (CRE/IRE/ HRE)	3
Social Studies (Citizenship, Geography, History)	3
Other Languages	2
Pastoral Programme and Instructions	1
TOTAL	40



GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

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

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



ARABIC

Foreign Languages Essence Statement

Kenya is part of the larger international community and therefore learners shall be given the opportunity to learn other languages apart from the national, official and indigenous languages learned in lower primary. The foreign languages will include: Arabic, German and Mandarin. Learning of these languages at this level will focus on basic language skills: listening, speaking, reading and writing. It will promote international consciousness and appreciation of area culture and other cultures.

Arabic

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

Learning of Arabic language at this level emphasises the principles of the social-cultural theory of learning, Arabic language will expose the learner to social, economic and political developments in the 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.

Subject General Outcomes

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

- 1) Respond to spoken and written Arabic language for effective communication.
- 2) Access information written in Arabic language for further learning.
- 3) Use Arabic grammatical rules for effective communication.
- 4) Write simple composition on their daily experience.
- 5) 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
1.0 Listening And Speaking.	1.1 Hobbies. (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) identify different types of hobbies for career building b) explain the importance of hobbies in life for enjoyment and exploration c) use pronouns in making sentences on the context correctly d) develop interest in different hobbies for career choice.	Learners: <ul style="list-style-type: none"> • name different hobbies and express their feelings about the importance of choosing desirable hobbies • spell words of different hobbies orally and practice to pronounce them • Listen to a presentation on hobbies and answer questions • in groups and pairs, discuss their hobbies using pronouns (anta, anti, antuma, antum antunna). • Construct sentences orally using pronouns • Role-play different hobbies to enhance tolerance, understanding and love among themselves • are guided by their parents to pursue desirable hobbies and nurture them. 	Why is it importance to choose hobbies?

<p>Core Competences to be developed: Communication and collaboration: as they discuss and role- play different activities Self-efficacy: as they demonstrate confidence by being able to give information about their desirable hobbies. Critical thinking and problem solving: as they think to choose their desired hobby</p>	
<p>PCIs: Citizenship: as they practice unity and tolerance with others when conducting activities</p>	<p>Values: Respect and love as they discussing with their friends</p>
<p>Link to other subjects: All language learning areas where hobbies are taught, physical education activities as they choose hobbies like swimming.</p>	<p>Suggested Community services learning activities: Learner interacts with immediate members of the family discussing about their hobbies and how to nurture them.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Hobbies	Learner identify different hobbies and explains their importance with confidence and ease.	Learner identify different hobbies and explains their importance.	Learner sometimes identify different hobbies and tries to explain their importance.	Learner identify different hobbies and explains their importance with difficulties

Pronouns	Learner correctly and efficiently uses the second person pronouns in constructing sentences.	Learner correctly uses the second person pronouns in constructing sentences.	Learner correctly uses some second person pronouns in constructing sentences.	Learner uses the second person pronouns in constructing sentences with difficulties
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2 .0. Reading	2.1. Hobbies (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) read passages on hobbies to make better career choices b) demonstrate ability to read given passages with ease and confidence for active reading c) develop interest in reading more complex sentences for correct pronunciation.	Learners: <ul style="list-style-type: none"> • read texts aloud with correct articulation • are provided with simple structured passages to read individually, in pairs and in groups to assess their reading abilities • describe their hobbies through picture reading from a digital device • read a passage about hobbies and explain the importance of hobbies in life • recite a short poem describing different hobbies • use the pronouns (anta, anti, antuma, antum antunna) completing sentences . 	<ol style="list-style-type: none"> 1) What is the importance of choosing hobbies? 2) How do you choose your hobbies?

<p>Core Competences to be developed</p> <p>communication and collaboration. as they practice to read aloud and gain the ability to construct simple sentences on their own.</p> <p>Self-efficacy: as they demonstrate a sense of belonging and appreciation by being able to give information about their hobbies</p> <p>Critical thinking: as they understand why they must nature good hobbies.</p> <p>Digital literacy: as they use of digital devices such as smart phones to gather information.</p>	
<p>PCIs: life skills: as they acquire decision making skills</p> <p>Ethics and racial relation: as they practice unity and tolerance with others.</p>	<p>Values:</p> <p>Respect and love as they discussing in groups with their friends</p> <p>Responsibility: as they handling the digital devices.</p>
<p>Link to other subjects. All language learning areas where hobbies are taught, physical education activities as they choose hobbies like swimming.</p>	<p>Suggested Community services learning activities: Learners interact with family members in discussing about hobbies.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectation
Reading	Learner read passages fluently and confidently with speed	Learner read passages fluently and confidently with minimal speed	Learner sometimes read passages fluently and confidently with minimal speed.	Learner has difficulty to read passages fluently and confidently, with no speed.

pronouns	Learner correctly and efficiently uses the second person pronouns in constructing sentences	Learner correctly uses the second person pronouns in constructing sentences.	Learner sometimes uses the second person pronouns in constructing sentences correctly	Learner has difficulty using the second person pronouns in constructing sentences correctly.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Writing	3.1 Hobbies (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) construct sentences using the correct language structures b) use conventional spacing between words correctly c) use basic punctuation marks appropriately d) develop interest in artistic expression through writing.	Learners: <ul style="list-style-type: none"> • are guided through the writing process by use of picture stories displayed • practice sequencing sentences to form creative texts in pairs and in groups using the correct punctuation marks: (comma, full stop... and spacing) • write a variety of handwriting activities to practise letter, word, and sentence patterns • re-arrange sentences to form simple passages • write a short paragraph about my hobbies with correct punctuations. • take photos of different hobbies in their locality . 	Why is it important to write clearly?

<p>Core Competences to be developed: Communication and collaboration as they use of written expressions Digital literacy: as they use of digital devices. Creativity and imagination: as they write in artistic handwriting</p>	
<p>PCIs: life skills: as they gain problem solving skills to use in their day to day lives. Citizenship: as they practice unity and tolerance with others.</p>	<p>Values: Respect and love as they work in groups with their friends Responsibility as they handling the digital devices.</p>
<p>Link to other subjects. All language learning areas where hobbies are taught, physical education activities as they choose hobbies like swimming.</p>	<p>Suggested Community services learning activities: Learners interact with family members to discuss about hobbies.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Punctuation	Learner can properly and legibly write and use punctuation marks correctly.	Learner can properly write and use punctuation marks correctly	Learner can write and rarely use punctuation marks correctly.	Learner with difficulty use punctuation marks correctly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Listening and Speaking.	1.1 Extended Family Members (2 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) respond to questions orally related to extended family members to improve speaking skills</p> <p>b) use demonstrative pronouns in singular, dual and plural orally for language development</p> <p>c) appreciate the roles of extended family members.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • attentively listen to simple texts describing extended family members. • are guided to make sentences using different demonstrative pronouns. • conduct a dialogue using vocabulary related to extended related family. اذه، يرهص اذه، يمح • make sentences using vocabulary related extended family members • listen to stories from audio devices about extended family members and answer questions • are guided to describe the roles of their extended family members by telling stories. • visit extended family members for interaction and socialization. 	<p>1) Why are extended family members important to us?</p> <p>2) When do we use demonstrative pronouns?</p>

Core Competences to be developed: Creativity and imagination: as they make sentences own their own	
PCIs: Life skills education and values, as they develop spoken skills and show respect to each other as they converse. Social cohesion: as they visit their extended family members	Values: Respect as they converse with each other while respecting other's opinion
Link to other subjects: Religious Education where the roles of family members are taught	Suggested Community services learning activities: Learners visit their extended family members and interact with them.

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Response to questions	Learner responds to all questions correctly	Learner responds to most of the questions correctly	Learner responds to some questions correctly	Learner has difficulties in responding to questions correctly
Demonstrative pronouns	Learner correctly and confidently uses demonstrative pronouns	Learner correctly uses demonstrative pronouns	Learner can sometimes use demonstrative pronouns	Learner hardly uses demonstrative pronouns

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0. Reading	2.2 Extended Family Members (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) read the passage with accuracy and acceptable speed for effective reading b) extract demonstrative pronouns in sentences correctly for proper understanding c) develop interest in reading short stories independently.	Learner: <ul style="list-style-type: none"> • read short texts about distant relatives with proper intonation • read pictures of distant family members and match them with correct text • are guided to make connection between materials read and real life • read aloud new words from passage and form sentences using demonstrative pronouns (hadhihi, tilka, haulai , ulaika, etc) • find demonstrative pronouns from a text. 	1) How important are the distant family members to you? 2) When do you use demonstrative pronouns?
<p>Core Competences to be developed: Self efficacy as they read confidently and independently Critical thinking and problem solving: As they read and match pictures correctly</p>				

<p>PCIs: Gender issues. as they honour and respect the other gender. Ethnic and racial relation as they show respect towards members of their distant family members</p>	<p>Values: Kindness and love as they read texts on distant family members</p>
<p>Link to other learning areas: All other languages when they practicing reading skills</p>	<p>Suggested Community services learning activities: Learners visit their distant family members and interact with them.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Reading	Learner can read fluently and accurately	Learner can read fluently	Learner sometimes can read fluently	Learner has difficulty in reading fluently

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0. Writing	3.2 Extended Family Members (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) write about extended family members using correct sentence structure to master writing skills, b) write correct sentences using demonstrative pronouns for language acquisition, c) develop interest in writing legibly and neatly.	Learners: <ul style="list-style-type: none"> • write short texts about extended relatives accurately. • are asked to form sentences using demonstrative pronouns (hadhihi, tilka, haulai , ulaika). • write sentences using dictated words • visit an extended family member of one of their colleagues. • conduct research using the internet on roles family members. • draw pictures of distant family members and colour them. 	What role does the extended family members play.?
<p>Core Competences to be developed:</p> <p>Communication and Collaboration. as they describe with their distant family members through writing.</p> <p>Digital literacy: As they do research using the internet</p>				

<p>PCIs: Social cohesion as they interact with others and learn how to honour and respect other.</p>	<p>Values: Respect As they visit one of the members of their colleague.</p>
<p>Link to other learning area: in social studied at and home about families.</p>	<p>Suggested Community services learning activities: Learners visit their distant relatives and interact with them.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Writing	Learner can properly and legibly write and draw pictures neatly.	Learner can properly write and draw pictures neatly.	Learner can write and sometimes draw pictures neatly.	Learner has difficult to write and draw pictures
Demonstrative pronouns	Learner can easily and accurately construct sentences using demonstrative pronouns.	Learner can easily construct sentences using demonstrative pronouns.	Learner can sometimes construct sentences using demonstrative pronouns.	Learner construct sentences using demonstrative pronouns with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0. Listening and Speaking	1.1. My School (2 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify school administrators and other personnel appropriately b) use acquired vocabulary from the text for effective communication c) use adjectives to construct sentences orally for mastery of language d) form sentences using singular, dual and plural forms for self-expression e) appreciate the roles of school administration and other personnel. 	<p>Learners:</p> <ul style="list-style-type: none"> • describe different school administrators and other personal. • role play and dramatize the position of school personnel in groups by using the learnt vocabulary • participate in speaking competitions within themselves to gain confidence • construct sentences using in the adjectives, singular, dual and plural form found in the theme orally • listen to vocabularies from a digital device attentively and articulate accordingly • use the internet to find out role of the different members of the school administration 	<p>What is the role of a school administrator?</p>

<p>Core Competences to be developed: Communication and collaboration: as they dramatizing and roleplaying. Self-efficacy: as they gain self-confidence by being able to express themselves appropriately.</p>	
<p>PCIs: development of social relations. as they learn to honour and respect members of the school administration through respectful interaction.</p>	<p>Values: Responsibility: as they learn the responsibility of school administrators</p>
<p>Link to other subjects: All the languages where they have writing skills</p>	<p>Suggested Community Services Learning Activities: Learners interact with leaders in the society.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Response to questions and self-expression	Learner responds to questions accurately and speaks with confidence	Learner responds to questions and speaks with confidence	Learner responds to questions and speaks	Learner responds to some questions and speaks with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0. Reading	2.1. My School (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) read texts fluently and accurately for proper communication b) articulate vocabularies learnt with proper intonation c) use grammatical structures correctly for mastery of language d) develop interest in reading to obtain information.	Learners: <ul style="list-style-type: none"> • read simple passages a loud • Practice reading texts on adjectives in the singular, dual and plural words effectively • change words from singular to dual and plural form • form reading groups to facilitate peer learning • Participate in reading competition in groups 	1) What is the importance of reading? 2) How can you acquire reading habit?
<p>Core Competences to be developed: Communication and collaboration as they developed through group reading Self-efficacy: as they gain self-confidence to read texts fluently.</p>				
<p>PCIs: Social cohesion. as they honour and respect members of the school community</p>			<p>Values: Respect and unity as they interact with members of the school community</p>	
<p>Link to other subjects: All the languages, they have aspect of grammar</p>			<p>Suggested Community services learning activities: Learners work with members of the community to organize reading camps</p>	

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Reading	Learner can consistently and confidently read texts	Learner can confidently read texts	Learner sometimes reads texts confidently	Learner barely read confidently

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0. Writing	3.1. My School (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) compose a short paragraph about my school for creative writing b) write correct sentences using adjectives in the singular dual and plural forms for proper grammatical use c) enjoy writing legibly in Arabic for easy reading and understanding.	Learners <ul style="list-style-type: none"> • are guided to compose a short paragraph about my school on laptop • in groups draw pictures of some school personnel and label them accordingly • fill in gaps using singular words, dual and plural forms systematically • write sentences using adjectives • write a paragraph creatively and share with their parents 	1) Why should you be creative in writing? 2) What roles does the headmaster play in and outside the school?
<p>Core Competences to be developed: Communication and collaboration as they practice creative writing Creativity and imagination. as they express their ideas in writing</p>				
<p>PCIs: Life skills: social relations. as they honour and respect members of the school community through respectful interaction.</p>			<ul style="list-style-type: none"> • Values: • Respect and unity as they work in groups to perform given task. 	

Link to other subjects: All the languages they have writing skills

Suggested Community services learning activities:
Learners share information with their parents

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Writing	Learner can compose short paragraphs with ease and use grammatical rules appropriately	Learner can compose short paragraphs and use grammatical rules appropriately	Learner sometimes compose short paragraphs and use grammatical rules appropriately	Learner barely compose short paragraphs and use grammatical rules appropriately

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0. Listening and Speaking	1.4. Food Stuffs. (2 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> respond orally to questions related to food stuffs for effective communication express him\herself with confidence using the correct language structure for fluency in speaking describe types of food using adjectives for expression, apply singular, dual and plural form in sentences for language acquisition use the vocabulary learnt from food stuffs in sentences for mastery of language appreciate the importance of food to the human beings as a gift from God. 	<p>Learners:</p> <ul style="list-style-type: none"> listen attentively to stories recorded about food stuffs found in the market make sentences using different vocabulary related to food stuffs found in the market discuss how to avoid life style diseases e.g obesity bring some of the food stuffs they eat to school for demonstration visit a nearby hotel to observe different types of food served and interact with the hotel staff to assist in the cleaning the hotel environment watch a video on food stuffs and answer questions. 	<ol style="list-style-type: none"> What is the benefits of food stuffs to human body? How can we avoid life style disease?

Core Competences to be developed: Communication and Collaboration: as they engage in a conversation about the types of foods they like to eat. Digital literacy, as they use digital devices like phones and records.	
PCIs: Life skills: health related issues as they deal with foodstuffs	Values: Responsibility. As they handle food carefully
Link to other subjects: All languages and homes science where food aspect is covered	Suggested Community Services Learning Activities: Learners visit a nearby hotel to assist in cleaning the hotel environment

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Response to questions.	Learner always responds to questions correctly and expresses him/herself confidently.	Learner most of the times responds correctly to questions and confidently expresses him/herself.	Learner sometimes responds correctly to questions and expresses him/herself.	Learner responds to questions and expressing him/herself with difficulty
Vocabulary	Learner uses all the vocabulary taught on food stuffs in sentences correctly	Learner uses most of the vocabulary taught on food stuffs in sentences correctly	Learner uses some vocabulary on food stuffs in sentences correctly	Learner has difficulties using vocabulary on food stuffs in sentences.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0. Reading	2.4 Food Stuffs Found in the Market (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) read passages about the theme with acceptable speed to gain confidence b) comprehend a passage read correctly to extract information c) recognize the singular, dual and plural forms from a given passage d) use adjectives to describe objects for language proficiency e) appreciate different types of food stuffs found in the market.	Learners: <ul style="list-style-type: none"> • read a given passage in groups and in pairs with appropriate speed loudly • read aloud a passage about adjectives and answer questions correctly. • read a given passage about food stuffs individually with acceptable speed • read short sentences on the singular, dual and plural forms. • read pictures of different food stuffs found the market in pairs and in groups • visit a nearby market and list down different food stuffs found of the market 	How can we avoid life style disease?
<p>Core Competences to be developed: self-efficacy: as they read passages confidently Citizenship: as they develop love for their country as they learn different food stuff found in their locality</p>				

PCIs: Environmental education: as they learn how to take care of different food stuff found in their locality	Value; Responsibility. As they take care of food stuffs found in their locality.
Link to other subjects: All languages and homes science where food aspect is covered	Suggested Community Services Learning Activities: : Learners visit the market to gather information on different food stuffs

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Reading	Learner reads passages with ease and accuracy	Learner reads passages with ease	Learner reads passages with some hesitation	Learner reads passages with difficulty
Sentence formation	Learner reads all the vocabulary taught on food stuffs in sentences correctly	Learner reads most of the vocabulary taught on food stuffs in sentences correctly	Learner reads some vocabulary on food stuffs in sentences correctly	Learner has difficulties reading vocabulary on food stuffs in sentences.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0. Writing	3.4 Food Stuffs Found in The Market (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) write legibly for effective communication b) use vocabularies learnt about food stuffs to write sentences c) write guided composition to enhance independent writing d) write short sentences using adjectives to describe food stuffs found in the market e) change words from the singular, dual and plural forms correctly f) appreciate food stuffs found in the country for sustainable development.	Learners: <ul style="list-style-type: none"> • write short texts about food stuffs in pairs • form sentences using vocabularies about food stuffs individually • observe pictures of different food stuffs from a digital device and label them in groups • write simple compositions on their favourite foods • describe food stuffs using adjectives • copy and change words from singular to dual and to plural forms • visit a nearby market and write a short composition about the foodstuffs they observed individually • draw and colour some food stuffs found in the market in groups. 	Why do we eat food?

<p>Core Competences to be developed: Communication and Collaboration: As they write texts in groups and in pairs Digital literacy: as they use a digital device learn to learn: as they find out about the different food stuffs found in the market</p>	
<p>PCIs: Education for sustainable development. as they take care of food stuffs in their locality.</p>	<p>Values: Responsibility. as they take care of food at home and in school</p>
<p>Link to other subjects: All languages and homes science where food is taught</p>	<p>Suggested Community services learning activities: Learners visit the market with their parents and help them buy food stuffs.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Writing	Learner writes composition legibly and with ease	Learner writes composition with ease	Learner writes composition with some difficulty	Learner barely writes a composition easily

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0. Listening and Speaking	1.5 Numbers (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) count numbers (61-99) in figures orally in their correct sequence b) count numbers (61-99) in words correctly c) respond to oral questions and instructions for proper understanding d) use the selected interrogative pronouns correctly in various contexts for mastery of language e) enjoy counting numbers for leisure.	Learner: <ul style="list-style-type: none"> • individually count numbers (61-99) orally in their correct sequence • listen to a digital device or resource person reading numbers in proper intonation • use numbers (61-99) to construct sentences orally • discuss in group and in pairs interrogative pronouns (kam, bikam, limatha) in different contexts • engage in simple dialogues in pairs by using interrogative pronouns (kam, bikam, Limatha). 	Why do you learn numbers?

<p>Core Competences to be developed: Critical thinking and problem solving: as they get an opportunity to critically think and give correct responses. Digital literacy: as they use digital devices in counting number Self-efficacy as they develop confidence as counting numbers</p>	
<p>PCIs: life skills: as they gain awareness on the importance of numbers in life</p>	<p>Values: Integrity and responsibility. as they use money in their daily activities</p>
<p>Link to other subjects: Mathematics and all the languages where numbers are taught.</p>	<p>Suggested Community services learning activities: learners create awareness on value of numbers as they interact with members of the community.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Counting	Learner correctly and counts all numbers in sequence.	Learner counts all numbers in sequence.	Learner can count some numbers in sequence.	Learner can count few numbers in sequence.
Interrogative pronouns	Learner uses interrogative pronouns correctly and easily	Learner mostly uses interrogative pronouns correctly and easily	Learner sometimes uses interrogative pronouns correctly and easily	Learner can barely use interrogative pronouns correctly and easily

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0. Reading	2.5 Numbers (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) read numbers (61-99) in figures in their correct sequence b) read numbers (61-99) in words correctly c) read numbers in reverse from correctly d) identify interrogative articles in a given passage e) develop an interest in reading a passage for understanding.	Learners: <ul style="list-style-type: none"> • display numbers on a chart and read them individually aloud • read numbers in figures individually • in group, read numbers in words to facilitate peer learning • match numbers in figures and in words • read a passage and identify interrogative articles (kam, bikam Limadhaa) in pairs • Play number games using digital device. 	1) Why do you learn numbers? 2) How can we improve our economy by learning numbers
<p>Core Competences to be developed:</p> <p>Critical thinking and problem solving: as they get an opportunity to critically think and solve problems as they play games</p> <p>Digital literacy, as they use digital devices as counting numbers</p> <p>Self-efficacy as they develop confidence as they reading numbers</p>				

<p>PCIs: financial literacy: as they requires counting skills to use in daily life</p>	<p>Values: Integrity and responsibility. as they use numbers in their daily activities</p>
<p>Link to other subjects: Mathematics where is taught numbers and all the languages where is taught four language skills.</p>	<p>Suggested Community services learning activities: learners assist members of the community experiencing difficulty in using numbers</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Reading	Learner reads all numbers in figures in correct sequence and with ease	Learner reads most of the numbers in figures in sequence correctly	Learner read some numbers in figures in sequence correctly	Learner can hardly read numbers in figures in sequence correctly
Interrogative pronouns	Learner confidently and correctly identifies all interrogative articles with ease	Learner identifies all interrogative articles correctly.	Learner correctly identifies some of the interrogative articles	Learner barely identify some of the interrogative articles

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0. Writing	3.5 Numbers (61-99) in figures (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) write numbers (61-99) in digits in their correct sequence accurately b) write numbers 61-99) in words correctly c) demonstrate neat handwriting using interrogative articles correctly for easy reading d) appreciate the importance of learning numbers for business.	Learners: <ul style="list-style-type: none"> • copy numbers from a given chart correctly • write numbers in block and colour them neatly • in group re-arrange numbers in words in their correct order • create number cut outs (61-99) and display them in the class room • construct questions using interrogative articles (<i>kam, bikam</i>) and provide their answers 	How can we improve our economy by learning numbers
<p>Core Competences to be developed:</p> <p>Critical thinking and problem solving: as they construct their own sentences.</p> <p>Creativity and imagination: as they write numbers artistically</p> <p>Self-efficacy. learners develop confidence when writing numbers</p>				

PCIs: life skills and Education as they acquire counting skills of things that are in his/her surrounding.	Values: Integrity and responsibility: as they practise buying and selling using number
Link to other subjects: Mathematics where is taught numbers and all the languages where is taught four language skills.	Suggested Community services learning activities: learners help their parents and other members of the community in counting items

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Writing	Learner writes all numbers in figure and in words sequentially and correctly with ease	Learner writes most numbers in figures and in words sequentially and correctly	Learner writes some numbers in figures and in words sequentially and correctly	Learner barely writes numbers in figures and in words sequentially and correctly
Interrogative articles	Learner confidently and correctly uses all interrogative articles with ease	Learner correctly uses all interrogative articles	Learner correctly uses some of the interrogative articles	Learner barely uses interrogative articles

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Listening and Speaking	1.6. Telling Time (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) respond orally to questions related to time for self-expression, b) use interrogative articles in time telling for effective communication, c) tell time showing on a given clocks accurately, d) identify prepositions in a given passage appropriately, e) appreciate the use of time in daily activities.	Learner: <ul style="list-style-type: none"> • tell time by using different clock faces in pairs and groups • listen attentively to a conversation related to time from digital devices and answer questions. • conduct a dialogue in pairs and in groups using vocabularies related to time • practice using prepositions in constructing sentences related to time orally • practice using interrogative nouns constructing sentences related to time • discuss school and home activities using time 	1) why do we need to avoid wasting time? 2) How do we use interrogative articles in telling time?

Core Competences to be developed: Communication and Collaboration. as they participate in discussions. Digital literacy: as they use digital devices	
PCIs: Integrity: as they doing things at the right time	Values: Responsibility. as they manage their time properly
Link to other subjects: All other learning areas where time is taught	Suggested Community Services Learning Activities: Sharing information with relatives and friends on the importance of time.

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Time telling	Learner consistently and correctly tells time	Learner correctly tells time	Learner sometimes tells time correctly	Learner tells time with difficulty
prepositions and interrogative articles	Learner uses prepositions and interrogative articles e pronouns consistently and correctly in in constructing sentences orally	Learner uses prepositions and interrogative articles correctly in constructing sentences orally	Learner uses sometimes prepositions and interrogative articles in constructing sentences orally	Learner uses prepositions and interrogative articles in constructing sentences orally with difficulty

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0. Reading	2.6 Telling Time (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) read a text about time with acceptable speed for effective reading b) observe correct grammatical rules while reading sentences for proper communication c) appreciate the use of time in daily activities.	Learner <ul style="list-style-type: none"> • read aloud a text about the theme (time) • read sentences and identify interrogative articles related to time in pairs • differentiate different times displayed on charts individually and in pairs • read a passage and recognize prepositions used in groups • read a variety of passages with siblings at home for active reading 	1) why is it important to observe time? 2) why do we use interrogative articles?
<p>Core Competences to be developed: Communication and Collaboration as they practice reading in groups and in pairs. Self-efficacy: as they gain the ability to read fluently</p>				
<p>PCIs: Life Skills: as they effective time management skills.</p>			<p>Values: Responsibility: as they manage time well.</p>	

Link to other subjects: Mathematics and Islamic religious education which have elements and aspects of time.	Suggested Community services learning activities: Learner Share information with relatives and friends on importance of time
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Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Reading	Learner correctly and confidently reads passages with accuracy and speed	Learner correctly reads passages with accuracy and speed	Learner sometimes reads passages with accuracy and speed	Learner hardly reads passages with accuracy and speed
Prepositions and interrogative pronouns	Learner correctly and consistently uses prepositions and interrogative pronouns	Learner correctly uses prepositions and interrogative pronouns	Learner sometimes uses prepositions and interrogative pronouns	Learner hardly uses prepositions and interrogative pronouns

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0. Writing	3.6. Telling Time (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) write clearly and consistently using the acquired vocabulary for creative writing b) copy sentences related to time neatly for accuracy in writing c) write sentences using correct grammatical rules for proper communication d) appreciate the use of time in daily activities.	Learner: <ul style="list-style-type: none"> • write dictated words and sentences with appropriate speed • copy sentences from a given display • use different vocabularies related to time to construct sentences) ةقيد ، ةعاس (– فصنل – عبرل ةيناث (نمزلا ثلثلا) • construct sentences using interrogative articles related to time in pairs and in groups. (مك ياتم) • are asked to write sentences using prepositions. (ل – ن م) (ي ف -) • type sentences using computer • visit a bank and write notes on how time is managed 	How can we use our time well?

<p>Core Competences to be developed: Communication and Collaboration: as they write effectively. Digital literacy: as they use computer to type information</p>	
<p>PCIs: Life Skills. as they use time management and utilization skills</p>	<p>Values: Respect: as they respect one another as working in pairs and in groups</p>
<p>Link to other learning areas: mathematics and all the languages where numbers are taught</p>	<p>Suggested Community Services Learning Activities: Learner Share information with relatives and friends on importance of time.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Writing	Learner always writes clearly and consistently using correct grammatical rules	Learner often writes clearly and consistently using correct grammatical rules	Learner sometimes writes clearly and consistently using correct grammatical rules	Learner can barely writes clearly and consistently using correct grammatical rules
Prepositions and interrogative pronouns	Learner correctly and consistently uses prepositions and interrogative articles	Learner correctly uses prepositions and interrogative articles	Learner sometimes uses prepositions and interrogative articles	Learner can barely uses prepositions and interrogative articles

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1. 0. Listening and Speaking	1.7. Wild Animals And Birds (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) respond correctly to questions on the theme for self-expression b) pronounce words with double letters accurately for correct articulation c) use prepositions correctly in sentences to facilitate language acquisition d) develop interest in listening and speaking using recorded materials for attentive listening.	Learners: <ul style="list-style-type: none"> • visit a nearby game park and listen to instructions from an instructor on how to keep safe in a game park • listen to a passage on wild animals and birds found in a game park and extract the vocabulary related to wild animals and birds • watch a video on wild animals in a park and name the animals and birds they see • listen and repeat words with double letters from a recorded audio • use prepositions <i>على، لى، فى</i> in constructing sentences. 	1) How do you keep safe in a zoo? 2) Why prepositions is importance to the sentence?
<p>Core Competences to be developed: citizenship as they interact with members of the society Digital literacy: as they use digital devices to get information easily</p>				

<p>PCIs: Environmental issues as they interact with their environment</p>	<p>Values: Love: as they showing care for the animals inculcates the value of love.</p>
<p>Link to other subjects: All the languages, Science and Social studies they talk about animals and birds.</p>	<p>Suggested Community Services Learning Activities: Learners visit the game park with family members and observe the behaviour of wild animals and learn their names.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Responding to questions.	Learner always respond to questions correctly and confidently on the context.	Learner most of the times respond to questions correctly and confidently on the context.	Learner sometimes respond to questions correctly and confidently on the context.	Learner respond to questions with difficulty on the context.
Preposition and Double letters	Learner uses prepositions and double letters correctly and with ease	Learner mostly uses prepositions and double letters correctly and with ease	Learner sometimes uses prepositions and double letters correctly	Learner uses prepositions and double letters with difficulty

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0. Reading	2.7. Wild Animals and Birds. (a visit to the game park) (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) read a given passage with fluency and appropriate speed for effective reading, b) read double letter words correctly with effective articulation, c) identify prepositions from a given passage for mastery of language, d) appreciate the creation of God as a blessing to human beings.	Learners: <ul style="list-style-type: none"> • read a passage on how to keep safe in a game park. • In small groups, identify double letter words on the theme context used in a text passage. e.g. بُدُّ • extract prepositions from a given passage • visit a library and read story books on wild animals and birds. 	1) How do you keep safe in a zoo? 2) What is the importance of prepositions in a sentence?
<p>Core Competences to be developed: learning to learn as they accessing information own their own</p>				

PCIs: environmental education as they interact with their environment	Values: Love: kindness as they showing care for the animals and birds
Link to other subjects: Science, Social studies. Where there is aspect of wild animals and birds	Suggested Community Services Learning Activities: Learners visit a game park with family members and observe the behaviour of wild animals and learn their names.

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Reading	Learner can consistently and fluently read texts and use prepositions correctly	Learner can fluently read texts and use prepositions correctly	Learner occasionally read texts and use prepositions correctly	Learner can barely read texts and use prepositions correctly
Preposition and Double letter words	Learner reads prepositions and double letter words correctly and with ease	Learner often reads prepositions and double letter words correctly and with ease	Learner sometimes reads prepositions and double letter words correctly	Learner reads prepositions and double letter words with difficulty

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0. Writing.	3.7 Wild animals and birds. (a visit to the game park) (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) construct sentences using the vocabulary learnt correctly for creative writing b) write simple descriptive composition for expression c) use prepositions and double letter words correctly in forming sentences d) develop interest in writing in Arabic for leisure.	Learner: <ul style="list-style-type: none"> • write vocabulary and text on animal in the game park correctly and legibly • copy and complete given sentences correctly. • write simple descriptive composition on a computer about visiting the game park • list down words with double letters from a given passage • use prepositions على، في، إلى in forming sentences. • draw and colour wild animals of their choice. 	1) What is the importance of creating animal park? 2) What is the importance of prepositions in a sentence?
<p>Core Competences to be developed:</p> <p>Creativity and imagination: as they write descriptive compositions for self-expression</p> <p>Self-efficacy: as they express their ideas confidently and clearly</p>				

PCIs: Environmental education: as they interact with their environment	Values: Love: as they show care for the animals and birds
Link to other subjects: Science, Social studies. Where they learn wild animals and birds	Suggested Community Services Learning Activities: Learners visit the park with family members and observe the behaviour of the wild animals and learn their names.

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below expectation
Writing	Learner consistently and clearly writes descriptive composition	Learner clearly writes descriptive composition	Learner sometimes clearly writes descriptive composition	Learner writes descriptive composition with difficulty
Preposition and Double letters words	Learner uses prepositions and double letter words correctly and with ease in sentence construction	Learner mostly uses prepositions and double letter words correctly and with ease in sentence construction	Learner sometimes uses prepositions and double letter words correctly in sentence construction	Learner uses prepositions and double letter words with difficulty in sentence construction

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Listening and Speaking	1.8. Human Body (2 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) respond to questions orally for effective communication b) explain the functions of the external organs of the body correctly for self-expression c) use the acquired vocabulary to form sentences for language acquisition d) construct nominal sentences for speech development e) demonstrate confidence while speaking. 	<p>Learners:</p> <ul style="list-style-type: none"> • listen to an audio and respond to questions appropriately • explain the functions of external organs of the human body • watch a video about functions of the external organs of the human body and answer the questions • sing songs related to external organs of the human body • construct nominal sentences orally using the vocabulary learnt individually. • discuss with their parents on how they can take care of their body 	<ul style="list-style-type: none"> 1) How best can we interact with the physically challenged people? 2) Why are external body parts very essential in our lives?

Core Competences to be developed:

Learning to learn: as they learn how to take care of their bodies to avoid illnesses.

Communication and collaboration: as they interact in groups and in pairs.

Digital literacy as they watch a video on functions of external body parts and list the function of every part.

<p>PCIs:</p> <p>Health education: as they understand the importance of each external body organ and therefore learn to take care of their health to avoid different illnesses.</p> <p>gender related issues: as they respond appropriately to gender-based issues</p>	<p>Values:</p> <p>love : as they develop love for their bodies and oneself.</p> <p>Responsibility: as they take responsibility upon their body cleanliness.</p>
<p>Link to other subjects: Science, Religious Studies, and all the languages they taught human body.</p>	<p>Suggested Community Services Learning Activities: learners learn how to take care of the sick and disability around them</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Respond to questions	Learner responds to questions correctly and clearly	Learner often responds to questions correctly and clearly	Learner sometimes responds to questions correctly and clearly	Learner barely responds to questions correctly and clearly
Nominals sentences	Learner consistently and meaningfully uses nominal sentences	Learner consistently uses nominal sentences	Learner uses a few nominal sentences	Learner barely uses nominal sentences

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Reading	2.8. Human Body (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) read fluently a passage on the functions of the external organs of the human body with understanding, b) read nominal sentences from a given passage for accuracy, c) develop creative and imaginative ability through reading.	Learner: <ul style="list-style-type: none"> • practice reading a passage on the theme • articulate vocabulary and texts on the functions of external organs of the human body • read nominal sentences aloud in correct articulation. • answer questions from a given passage in groups and in pairs. • Find out the importance of external organs of the human body from the internet. • visit a library and read more on the human body for extensive reading 	1) How can we take care of our bodies so as to live a healthy life? 2) Why must we interact with the physically challenged people?
<p>Core Competences to be developed: Learning to learn as they explore the importance of external body parts. Digital literacy: as they use the internet to look for information</p>				

<p>PCIs:</p> <p>Health education: as they understand the importance of each external body part and therefore learn to take care of their health to avoid different illnesses.</p> <p>Gender related issues: as they respond appropriately to gender related issues</p>	<p>Values:</p> <p>respect: as they encouraged to respect the physically challenged persons</p> <p>Responsibility: as they become responsible for their bodies.</p>
<p>Link to other subjects: Science, Religious Studies, Physical Education and all the Languages have aspect of human body.</p>	<p>Suggested Community Services Learning Activities: learners learn how to take care of the sick and disability around them</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Reading	Learner always reads passages fluently and easily	Learner mostly reads passages fluently and easily	Learner sometimes reads passages fluently and easily	Learner can barely read passages fluently and easily
Nominal sentences	Learner consistently and meaningfully reads nominal sentences	Learner consistently reads nominal sentences	Learner reads nominal sentences	Learner can barely read nominal sentences

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0. Writing	3.8. Human Body (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) write legibly vocabulary derived from the passage for easy reading and understanding, b) identify external human body parts for classification, c) extract nominal sentences from the passage for understanding, d) write a paragraph using nominal sentences for expression of ideas.	Learner: <ul style="list-style-type: none"> • draw and colour various external human body parts and share with others • match external organs of the human body with their functions • copy and complete nominal sentences neatly • write a short story using nominal sentences on a computer • write nominal sentences artistically while using Arabic calligraphy on a chart and display in the class room 	1) How can we take care of our bodies so as to live a healthy life? 2) Why must we interact with the physically challenged people?

Core Competences to be developed:

Learning to learn: as they learn the importance of their bodies and how to avoid different illnesses.

Critical thinking and problem solving: as they critically discuss the significance of external body parts.

Creativity and imagination: as they creatively draw and colour external body parts.

<p>PCIs:</p> <p>Health education: as they understand the importance of each external human body organ and therefore learn to take care of their health to avoid different illnesses.</p> <p>Peace education: as they co-exist with others e.g the physically challenged persons.</p>	<p>Values: Respect: as they learn to respect others including the physically challenged.</p> <p>Responsibility: as they take responsibility for their bodies for a healthy life.</p> <p>Love: as they embrace love for oneself and others.</p>
<p>Link to other subjects: Science, Religious Studies, Physical Education and all the Languages have aspect of human body.</p>	<p>Suggested Community Services Learning Activities: : learners learn how to take care of the sick and disability around them</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Writing	Learner always writes neatly and consistently	Learner often writes neatly and consistently	Learner sometimes writes neatly and consistently	Learner barely writes neatly and consistently
Nominal sentences	Learner consistently and accurately constructs sentences using nominal sentences	Learner consistently constructs sentences using nominal sentences	Learner sometimes construct sentences using nominal sentences	Learner has difficulty constructing sentences using nominal sentences

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0. Listening and Speaking	1.9. Balanced Diet (2 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) respond to oral questions confidently to convey message, b) apply the vocabulary learnt appropriately in oral sentence construction to facilitate communication, c) explain the importance of eating a balanced diet for healthy living, d) Construct nominal sentences for proper communication, e) develop the attitude of eating healthy foods. 	<p>Learners:</p> <ul style="list-style-type: none"> • listen attentively to a story on balanced diet from an audio-visual device. • respond to questions presented to them orally on balanced diet. • conduct a conversation in pairs and in groups using vocabularies related to a balanced diet. • listen to stories on the importance of eating a balanced diet and ask questions • re-arrange words on flashcards to form nominal sentences orally. 	<p>What are the benefits of eating a balanced diet?</p>

<p>Core Competences to be developed: Communication and Collaboration: as they interact with one another as they work in groups. Digital literacy: as they listen to a story on balanced diet on an audio-visual device. Self-efficacy: as they discuss the importance of eating a balanced diet confidently</p>	
<p>PCIs. Life style diseases: as they encouraged to avoid junk foods.</p>	<p>Values: Respect: as they demonstrate respect for one another and participate in conversations.</p>
<p>Link to other subjects: Home science, because it has an aspect of nutrition. All Languages.</p>	<p>Suggested Community Services Learning activities: Learners discuss the importance of having a balanced diet with their parent and siblings.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Articulation and response to questions	Articulates and correctly pronounce words and confidently responds to questions.	correctly articulates word and confidently responds to questions.	Learners articulates words and responds to questions.	Learners difficulty in pronouncing and responding to questions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Reading	2.9 Balanced Diet (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) read a passage on the theme with accuracy and acceptable speed for fluency, b) read nominal sentences for correct articulation, c) develop a reading habit for leisure.	Learners: <ul style="list-style-type: none"> • read a passage on balanced diet silently. • articulate vocabulary and sentences through look and say method • practice reading nominal sentences in pairs. (ةهكافل) (ةذيذل) • are exposed to a variety of reading material for fluency. • In groups participate in reading games • practice reading unfamiliar words with the help of their parents for effective reading 	1) What are the benefits of eating a balanced diet? 2) How can you improve your reading skills?

Core Competences to be developed: Communication and Collaboration: as they interact with one another while reading materials.

Learning to learn: as they practice reading variety of materials

PCIs: life style diseases: as they read passages on balance diet for healthy living	Values: Responsibility: as they encouraged to be responsible for what they eat to maintain a healthy lifestyle.
Link to other subjects: Home science, because it has an aspect of nutrition.	Suggested Community Services Learning Activities: Learners discuss the importance of having a balanced diet with their parent and siblings.

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Reading	Learner consistently and accurately reads passages and answers questions correctly	Learner accurately reads passages and answers questions correctly	Learner sometimes reads passages and answers questions correctly	Learner barely reads passages and answers questions correctly
use of nominal sentence	Learner always uses grammatical rules correctly.	Learner most of the times uses grammatical rules correctly.	Learner sometimes uses grammatical rules correctly.	Learner barely uses grammatical rules correctly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0. Writing	3.9 Balanced Diet (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) demonstrate the ability for neat and legible handwriting for easy reading b) construct sentences using correct grammatical rules for mastery of language c) describe the importance of having a balanced diet for better health d) appreciate the importance of writing for different purposes.	Learners: <ul style="list-style-type: none"> • write down answers to questions from the passage individually in their note books. • write vocabulary and sentences as peers and teacher dictate • construct nominal sentences using new words learnt. (vitamins, proteins, carbohydrates) عذبي ذل ةهك افا ل • discuss and list down the importance of having a balanced diet in pairs • visit a nearby market and write down different types of foods that make a balanced diet 	1) What are the benefits of eating a balanced diet? 2) What are the components of a balanced diet?
<p>Core Competences to be developed: Communication and Collaboration: as they engaged in activities that develop their handwriting skills Creativity and imagination : as they write sentences creatively</p>				

<p>PCIs: life style diseases: as they understand the benefits of balance diet.</p>	<p>Values: Responsibility: as they encouraged to be responsible for what they eat to maintain a healthy lifestyle.</p>
<p>Link to other learning areas: Home science / science: The topic has an aspect of nutrition that is covered in both learning areas.</p>	<p>Suggested Community Services Learning Activities: Learners discuss the importance of having a balanced diet with their parents and siblings.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Writing	Learner always writes neatly and legibly for easy reading	Learner mostly writes neatly and legibly for easy reading	Learner occasionally writes neatly and legibly for easy reading	Learner barely writes neatly and legibly for easy reading
Grammatical rules	Learner uses grammatical rules in sentence construction correctly and accurately.	Learner most of the times uses grammatical rules in sentence construction correctly.	Learner sometimes uses grammatical rules in sentence construction correctly.	Learner barely uses grammatical rules in sentence construction correctly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.0. Listening and Speaking	1.10. Environment (Forest) (2 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) respond to simple instructions as per the context for self-expression confidently b) use adjectives and adverbs to describe the environment for proper communication c) use the acquired vocabulary to form correct sentences for language development d) develop an interest in conserving the environment by participating in conversation. 	<p>Learners:</p> <ul style="list-style-type: none"> • listen to simple instructions related to forest conservation from a recorded audio or a resource person • answer questions orally on ways of conserving the forest using the vocabulary learnt • describe the environment using adjectives, like tall trees, bushy shrubs, big water bodies, many plants. • in small groups discuss the importance of conserving the environment and make class presentation • participate in tree planting activities within the school compound. • visit a nearby forest to identify the different components of the forest. 	<p>What are the ways of conserving the forest?</p>

<p>Core Competences to be developed: citizenship; as they work in groups while discussing the importance of conserving the environment. digital literacy: as they accessing information through digital devices</p>	
<p>PCIs: environmental education: as they learn how to take care of the forest</p>	<p>Values: patriotism as they protect the environment from destruction Responsibility: as they become responsible in taking care of forest.</p>
<p>Link to other subjects: Science, Social studies. All languages. Religious studies</p>	<p>Suggested Community Services Learning Activities: Learners participate in tree planting activities in their surrounding environment.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Grammatical Rules	Learner consistently and correctly uses adjectives correctly to describe places	Learner frequently uses adjectives correctly to describe places	Learner occasionally uses adjectives correctly to describe places	Learner barely uses adjectives correctly to describe places
Response to question	Learner clearly speaks with the correct pronunciation and intonation	Learner mostly speaks with the correct pronunciation and intonation	Learner sometimes speaks with the correct pronunciation and intonation	Learner barely speaks with the correct articulation and intonation

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Reading	2. 10. Environment (Forest) (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) read passages on the theme appropriately for understanding, b) identify from a given passage vocabulary related to forest, c) recognize adverbs and adjectives correctly in sentences, d) develop interest in reading for leisure.	Learners: <ul style="list-style-type: none"> • read a given passage appropriately for meaning • identify and pronounce well vocabulary on forest from a read passage. • read short phrases comprising of adverbs and an adjective on the forest. • answer comprehension questions from the read passage. • Visit a library and read supplementary books 	1) What are the benefits of conserving the forest? 2) How is the forest useful to human beings?
<p>Core Competences to be developed: learning to learn: as they recognize the importance of conserving the forest, they learn to care of it. self-efficacy: as they read loudly and correctly</p>				
<p>PCIs: environmental education: as they learn how to take care of the forest</p>			<p>Values: love as they understand the benefits of forest to both humans and animals. Responsibility: As they become responsible by taking care of forests.</p>	

Link to other subjects: Science, Social studies. All languages. Religious studies they teach environmental issues.	Suggested Community Services Learning activities: Learners participate in tree planting activities in their surrounding environment.
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Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Reading	Learner consistently and correctly reads a passage	Learner correctly reads a passage	Learners often read a passage correctly	Learners barely reads a passage
Language structure	Learner uses adverbs and adjectives correctly and appropriately in sentences.	Learner uses adverbs and adjectives appropriately in sentences.	Learner uses adverbs and adjectives appropriately in sentences.	Learner use adverbs and adjectives appropriately in sentences.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0. Writing	3.10. Environment Forest (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) write a short composition on the theme b) list down some of the importance of conserving the forest c) write simple Arabic sentences legibly d) use adverbs in simple sentences on the theme e) develop interest in love for animal welfare.	Learners: <ul style="list-style-type: none"> • imitate writing sentences from a resource person as per Arabic handwriting calligraphy. • practise writing short paragraphs on tree planting programmes. • Complete sentences on the forest using adverbs neatly • plant different types of trees in their school environment. • write down the types of vegetation found in their school. • draw and colour pictures of things found within their environment. 	<ol style="list-style-type: none"> 1. Why do you have to write neatly and with a good handwriting? 2. What are the types of trees found in your school compound?

Core Competences to be developed:

communication and collaboration: as they work in groups while discussing the importance of conserving the environment

creativity and imagination: as they practice writing Arabic calligraphy

<p>PCIs: environmental education: as they learn how to take care of the forest</p>	<p>Values: patriotism. as they participate in tree planting activities responsibility: as they become responsible in taking care of forest.</p>
<p>Link to other learning areas: science and technology, social studies and religious education they teach environmental issues.s</p>	<p>Suggested Community Services Learning activities: Learners participate in tree planting activities in their immediate environment.</p>

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Writing	Learner write compositions creatively and in order	Learner write compositions in order	Learner writes composition though not in order	Learner can barely write composition in order
Adverbs and adjectives	Learners effectively use adverbs and adjectives in sentences	Learners use adverbs and adjectives in sentences	Learners sometimes use adverbs and adjectives in sentences	Learners can barely use adverbs and adjectives in sentences

ANNEX 1:

List of Strands, Sub strands, suggested assessment methods, learning resources and non- formal activities

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non- Formal Activities
1.0 Listening and Speaking	1.1. Hobbies 1.2. Extended Family Members 1.3. My School 1.4. Food Stuffs. 1.5. Numbers 1.6. Telling Time 1.7. Wild animals and birds 1.8. Human Body 1.9. Balanced Diet 1.10. Environment Forest	<ul style="list-style-type: none"> • Questions and answers • Oral tests • Oral presentations • Conversations and dialogues • Observations checklists • Discussions • Quizzes • Role play • Oral Evaluation Forms 	<ul style="list-style-type: none"> • Flash cards • Resource persons • Radio • Digital devices • Audio and video recordings • TV 	<ul style="list-style-type: none"> • Debates • Inter class competitions • Brainstorm sessions • Songs • Spelling competitions • Inter school competitions • Story telling • Trips • Arabic language Clubs • Kenya Music Festival (Tarabu) • School Open Days • Exchange Programs • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Competitions

2.0 Reading	2.1. Hobbies 2.2. Extended Family Members 2.3. My School 2.4. Food Stuffs. 2.5. Numbers 2.6. Telling Time 2.7. Wild animals and birds 2.8. Human Body 2.9. Balanced Diet 2.10. Environment Forest	<ul style="list-style-type: none"> • Questions and answers • Learner profiles • Reading • Role play 	<ul style="list-style-type: none"> • Smartphones • Laptops • Realia • Charts • Flash cards • ICT gadgets • Course and work books • Pictures, • Word puzzles • Magazines • Digital devices • Books 	<ul style="list-style-type: none"> • Songs recitation • Spelling and sound articulation competitions
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3.0 Writing	3.1. Hobbies 3.2. Extended Family Members 3.3. My School 3.4. Food Stuffs. 3.5. Numbers 3.6. Telling Time 3.7. Wild Animals and Birds 3.8. Human Body 3.9. Balanced Diet 3.10. Environment Forest	<ul style="list-style-type: none"> • Questions and answers • Project work • Tests • Anecdote notes • Portfolios • Learner profiles • Filling crossword puzzles • Drawings • Course and workbooks • Charts • Flash cards 	<ul style="list-style-type: none"> • Realia • Charts • Flash cards • ICT gadgets • Word puzzles • Digital devices • Books 	<ul style="list-style-type: none"> • Songs • Spelling competitions • Inter class writing competitions • Inter school competitions • Story writing
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