**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION**

# JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

# ARABIC

## GRADE 7

**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

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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, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The curriculum designs at this level build on competencies attained by learners at the end of the Primary School cycle. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

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 CBC.


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# PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 7 is the first level of the Junior Secondary School (JSS) in the new education structure.

Grade 7 curriculum furthers implementation of the CBC to the JSS education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 7 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 provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade7 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers 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 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a 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, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 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 roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and 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 Prof. Elishiba Kimani 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 7 and preparation of learners for Grade 8.


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## LESSON ALLOCATION

| | Subject | Number of Lessons Per Week (40 minutes per lesson) |
|---|---|---|
| 1. | English | 5 |
| 2. | Kiswahili/KSL | 4 |
| 3. | Mathematics | 5 |
| 4. | Integrated Science | 4 |
| 5. | Health Education | 2 |
| 6. | Pre-Technical Studies | 4 |
| 7. | Social Studies | 3 |
| 8. | Religious Education (CRE/IRE/HRE) | 3 |
| 9. | Business Studies | 3 |
| 10. | Agriculture | 3 |
| 11. | Life Skills Education | 1 |
| 12. | Physical Education and Sports | 2 |
| 13. | Optional Subject | 3 |
| 14. | Optional Subject | 3 |
| | **Total** | **45** |

# NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i)   **Foster nationalism and patriotism and promote national unity.**

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

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

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

a)  **Social Needs**

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

b)  **Economic Needs**

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

c)  **Technological and Industrial Needs**

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

iii) **Promote individual development and self-fulfillment**

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

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

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

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

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

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

## LEVEL LEARNING OUTCOMES

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

## ESSENCE STATEMENT

Arabic is one of the oldest living and active languages in the world. It is one of the official languages of the United Nations (UN) and the African Union (AU). It is also the official language of more than 22 countries, which constitute the Arab League, and the mother tongue of millions of native speakers. Arabic is a sacred language to over one and a half billion Muslims around the world. It has influenced linguistically and culturally many local languages, such as Kiswahili and Somali.

Proficiency in Arabic language will empower the learners socially, economically, politically, intellectually and culturally hence promoting intercultural understanding for peaceful coexistence as well as fostering the principle of global citizenship. Arabic builds on the language skills developed in upper primary and forms the basis for further language development and specialization in the subsequent levels of learning.

**SUBJECT GENERAL LEARNING OUTCOMES**

By the end of Junior Secondary School, 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)  Write simple composition on daily experiences.
d)  Use language structures to communicate efficiently.
e)  Appreciate the culture of Arabic speaking people to promote national and international relationship for peaceful co-existence.

**STRAND 1.0: LISTENING AND SPEAKING**

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(S) |
|---|---|---|---|---|
| **1.0 Listening and Speaking** | **1.1 Critical listening: School Community**<br><br>(5 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) Explain roles of members in the school community,<br>b) Listen critically and respond to texts on school contexts,<br>c) Value the importance of interactions with school community members in enhancing relationships. | The learners are guided to:<br>• Discuss with peers the roles of different members within the school community.<br>• Match different roles to provided flashcards (Teacher to a whiteboard, Guard to a gate etc.).<br>• Listen to audio or audio visual recordings and respond to given questions.<br>• Record themselves interviewing different members of their school community on what they do.<br>• Make presentations to their peers on their findings.<br>• Role play a skit portraying members of their school community as role models in their lives.<br>• Discuss the importance of a school community interacting and working together harmoniously. | 1. Why is the school community important?<br>2. What strategies can you use to enhance your critical listening skills? |

**Core Competencies to be developed**:

- **Communication and Collaboration:** Learners listen actively and answer questions on a text about school community from an audio or audio-visual recording.
- **Digital Literacy:** Learners interact with digital devices as they record themselves interviewing members of the school community and share their findings with peers.

**Pertinent and Contemporary Issues (PCIs)**:

- **Patriotism**: Learners demonstrate respect for leadership.

**Values**:

- Respect: learners discuss the need to respect different members of the school community.
- Unity: learners discuss the importance of a school community working together harmoniously.

**Link to other learning areas**:

- **Social Studies**: Learners link to social studies where aspects of school are discussed.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to explain roles of members in the school community. | Learner accurately and correctly identifies and explains the different roles of all members of a school community. | Learner correctly identifies and explains the different roles of all members of a school community. | Learner correctly identifies and explains the different roles of most members of a school community. | Learner needs assistance to correctly identify and explain the different roles of members of a school community. |
| Ability to listen critically. | Learner always understands and responds accurately to all questions on given texts. | Learner frequently understands and responds accurately to all questions on given texts. | Learner sometimes understands and responds accurately to questions on given texts. | Learner barely understands and responds to questions on given texts. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| **1.0 Listening and Speaking** | **1.2 Oral expression: Describing professions** (5 Lessons) | By the end of the sub strand, the learner should be able to: <br> a) Name different types of professions for career selection, <br> b) Respond to oral instructions on description of people and professions, <br> c) Appreciate different professions for self and societal development. | The learner is guided to: <br> • Match different types of professions to pictures/flashcards. <br> • Listen to an audio conversation on duties and responsibilities of different professions. <br> • Answer questions from given texts. <br> • Dramatize with peers the roles of different professions. <br> • Research online or various print media on codes of conduct of different professions and discuss with peers. | 1. How can friends influence your choice of profession? <br> 2. Why is it important to have codes of conduct for different professions? |

**Core Competencies to be developed**:
- **Self-efficacy**:  Learners demonstrate personal skills as they dramatize with peers the roles of different professions.
- **Digital literacy**: Learners connect with technology by researching online on codes of conduct associated with professions.

**Pertinent and Contemporary Issues (PCIs)**:
- **Peer Pressure: L**earners discuss how their friends influence their choice of profession and how to avoid negative peer pressure as they discuss the Key Inquiry Question.

**Values**:
- **Integrity**: Learners develop an awareness of integrity needed in different professions as they research from the internet codes of conduct of different professions.

**Link to other learning areas**:
- Business studies: learners link to business studies where they learn about professions and aspects of income generation.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to name different types of professions. | Learner confidently and correctly names all the different types of professions. | Learner correctly names the different types of professions. | Learner partially names the different types of professions. | Learner hardly names different types of professions. |
| Ability to respond to questions and instructions. | Learner responds to all the questions and instructions on description of people and professions accurately and correctly. | Learner correctly responds to all questions and instructions on description of people and professions. | Learner responds to most questions and instructions on description of people and professions correctly. | Learner has difficulty responding to questions and instructions on description of people and professions. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(S) |
|---|---|---|---|---|
| **1.0 Listening and Speaking** | **1.3 Attentive Listening: My home** (4 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) Identify different items found in a house,<br>b) Listen attentively to texts for effective communication,<br>c) Create with technology for communication,<br>d) Value risk mitigation measures in a home. | The learner is guided to:<br>• Name the items found in a house<br>• answer questions related to items found in a house.<br>• Listen to an audio or audio-visual recording and fill in blank spaces in sentences.<br>• Match given pictures to their corresponding household items.<br>• Draw pictures of different items found in a house on a chart and discuss with peers how to take good care of them.<br>• Design their dream house using online apps and share with peers for feedback. | 1. How can you improve your listening skills?<br>2. What role does technology play in enhancing effective communication? |

**Core Competencies to be developed**:
• **Critical Thinking and Problem Solving**: Learners exhibit open mindedness and creativity as they design their dream houses.
• **Digital Literacy**: Learners create with technology as they design their dream house using online apps and share with peers for feedback.

| Pertinent and Contemporary Issues (PCIs): |
| --- |
| • **Safety and Security**: Learners develop awareness for safety and security as they discuss how to secure their homes. |
| **Values**: |
| • **Responsibility**: learners take personal care when handling and organising items found in a house. |
| **Link to other learning areas**: |
| • Home science: learning is linked to Home Science as learners discuss care of items found in the house. |
| |

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| --- | --- | --- | --- | --- |
| Ability to identify items found in a house. | Learner constantly identifies all the items found in a house correctly. | Learner correctly identifies all the items found in a house. | Learner correctly identifies most items found in a house. | Learner rarely identifies items found in a house. |
| Ability to listen attentively and respond to questions. | Learner attentively listens to instructions and always responds to all questions correctly. | Learner attentively listens to instructions and often responds to most questions correctly. | Learner listens to instructions and sometimes responds to questions correctly. | Learner listens to instructions and responds to questions with assistance. |
| Ability to create using digital technology. | Learner confidently and correctly designs their dream house using various online apps and shares with peers. | Learner correctly designs their dream house using online apps and shares with peers. | Learner partially designs their dream house using online apps and shares with peers. | Learner experiences difficulties designing their dream house using online applications. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(S) |
|---|---|---|---|---|
| 1.0 Listening and Speaking | 1.4 Attentive listening: Restaurant (5 Lessons) | By the end of the sub strand, the learner should be able to: <br> a) Categorise food based on types, <br> b) Listen attentively to texts on types of foodstuff, <br> c) Discuss foodstuff using appropriate vocabulary, <br> d) Value the importance of healthy eating in everyday life. | The learner is guided to: <br> • Listen to an audio clip and mention types of foods, drinks and staff related to the restaurant. <br> • Watch a cultural presentation from a video of different types of foods and drinks and extract types of foods and drinks. <br> • Listen to audio or audio-visual recordings about foodstuff and respond to questions. <br> • Listen to and practise pronouncing sounds and words related to the restaurant. <br> • Explain the place of healthy eating in their day-to-day lives. <br> • Discuss how social justice can be achieved in a restaurant set-up. | 1. Why do we listen attentively? <br> 2. What is the importance of eating healthy? |

**Core Competencies to be developed**:
- **Self-efficacy**: Learners practise effective communication skills as they listen to and practise pronouncing sounds and words related to the restaurant.
- **Digital literacy**: Learners connect using technology to watch a cultural presentation of different types of foods and drinks from the internet.

**Pertinent and Contemporary Issues (PCIs)**:
- **Preventive health:** Learners explain the role of healthy eating in their day-to-day lives.

**Values**:
- **Social justice:** Learners discuss how social justice can be achieved in a restaurant set-up.

**Link to other subjects**:
- Home Science and Health Education teach aspects of food and nutrition.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to mention types of foods and drinks. | Learner always mentions all types of foods and drinks correctly. | Learner correctly mentions all types of foods and drinks. | Learner mentions most types of foods and drinks correctly. | Learner needs assistance to mention types of foods and drinks. |
| Ability to listen and respond to questions. | Learner attentively listens to texts about foodstuff and constantly responds to questions appropriately. | Learner attentively listens to texts about foodstuff and responds to questions appropriately. | Learner listens to texts about foodstuff and responds to most of the questions appropriately. | Learner listens to texts about foodstuff and has difficulty responding to questions, requires prompting in most of the questions. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(S) |
|---|---|---|---|---|
| **1.0 Listening and Speaking** | **1.5. Oral Expression: Hospital** (4 Lessons) | By the end of the sub strand, the learner should be able to: <br> a) Identify different personnel found in a hospital, <br> b) Ask how others feel using appropriate expressions, <br> c) Appreciate the roles played by health personnel in the society. | The learner is guided to: <br> • Match different personnel found in a hospital to given pictures. <br> • Research online or various print media on different hospital equipment, sections and hospital personnel and make PowerPoint presentations. <br> • Listen to a recorded passage and respond to questions on expressing how they feel with peers. <br> • Role play using appropriate expressions to talk about how they feel while at the hospital in pairs or groups. <br> • Discuss the importance of health personnel in the society with peers and present in class. | What role do health personnel play in our society? |

**Core Competencies to be developed**:
- **Digital literacy**: Learners interact with digital technology as they research online and make PowerPoint presentations on different hospital equipment, sections and hospital personnel.
- **Communication and collaboration**: Learners actively participate in discussing the importance of health personnel in the society with peers.

| Pertinent and Contemporary Issues (PCIs): |
| --- |
| • **Social cohesion**: Learners discuss the importance of health personnel in the society. |

| **Values**: |
| --- |
| • **Respect**: Learners develop respect and an appreciation for the contribution of different health personnel in the society. |

| **Link to other learning areas**: |
| --- |
| • Health is a content area taught in Home Science, Social studies, German, French and Mandarin Chinese. |

**Suggested Assessment Rubric**

| Indicators | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
| --- | --- | --- | --- | --- |
| Ability to identify different health personnel. | Learner always identifies all the different personnel in a hospital correctly. | Learner correctly identifies all the different personnel in a hospital. | Learner identifies most of the different personnel in a hospital correctly. | Learner barely identifies the different personnel in a hospital. |
| Ability to use appropriate expressions. | Learner accurately and correctly uses appropriate expressions to express feelings about their health. | Learner correctly uses appropriate expressions to express feelings about their health. | Learner sometimes uses appropriate expressions to express feelings about their health, makes mistakes that affect communication to a limited extent. | Learner struggles to use appropriate expressions to express feelings about their health. Makes considerable mistakes. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(S) |
|---|---|---|---|---|
| **1.0 Listening and Speaking** | **1.6 Intensive listening: Social interactions** (4 Lessons) | By the end of the sub strand, the learner should be able to: <br> a) Identify rules and norms governing social interactions, <br> b) Listen intensively to short texts based on the context, <br> c) Appreciate the value of maintaining good neighbourliness for peaceful co-existence. | The learner is guided to: <br> • Discuss and make lists of the rules and norms governing social interactions with neighbour, friend and guest in pairs or groups. <br> • Make presentations on why rules are necessary and the consequences of breaking rules in the social environment that they interact with on a daily basis to their peers. <br> • Listen to an audio or audio visual recording, respond to questions and match given situations to corresponding pictures. <br> • Create and record songs using digital devices on peaceful co-existence. <br> • Discuss with others in pairs or groups on the need to co-exist with neighbours, friends, guests among other interactions. | 1. How do you relate with others? <br> 2. When is intensive listening necessary? |
| **Core Competencies to be developed**: <br> • **Critical thinking and Problem-Solving**: Learners apply researching skills as they make lists of rules and norms governing social interactions with their peers. |||||

- **Digital literacy**: Learners interact with digital devices to record songs on peaceful co-existence with neighbour, friend and guest.

**Pertinent and Contemporary Issues (PCIs)**:
- **Social Cohesion:** When learners peacefully co-exist with others.

**Values**:
- **Peace**: Learners work harmoniously in groups or pairs to create and record songs on peaceful co-existence with neighbour, friend and guest.

**Link to other learning areas**:
- Social Studies and Religious Studies: These contain aspects of social relations and the importance of maintaining good relations with others.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to identify rules and norms governing social interactions. | Learner comprehensively and correctly identifies rules and norms governing social interactions. | Learner correctly identifies rules and norms governing social interactions. | Learner identifies most of the rules and norms governing social interactions. | Learner identifies rules and norms governing social interactions with guidance. |
| Ability to listen intensively. | Learner intensively listens to short texts and responds to all questions correctly and confidently. | Learner intensively listens to short texts and responds to all questions appropriately. | Learner intensively listens to short texts and responds to some of the questions correctly. | Learner listens to short texts and exhibits inadequacy in responding to questions correctly. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(S) |
|---|---|---|---|---|
| **1.0 Listening and Speaking** | **1.7 Listening for gist: Land transport** (5 Lessons) | By the end of the sub strand, the learner should be able to: a) Explain different types of road and water transport, b) Listen for gist to extract information, c) Appreciate the importance of observing road safety. | The learner is guided to: • Research popular modes of transport in Arabic speaking countries online in pairs or groups and make presentations in class. • Watch an audio-visual recording on means of land transport and answer given questions. • Make digital portfolios on the different types of road and water transport and share with peers. • Listen to a recorded passage on road safety in groups or pairs. • Discuss ways of observing road safety. • Demonstrate how they use the road safely in groups. | What is the importance of road and water safety? |

**Core Competencies to be developed**:
- **Creativity and Imagination**: As learners apply networking skills to demonstrate using the road safely.
- **Digital Literacy**: Learners interact with digital technology to make digital portfolios on the different types of road and water transport.

**Pertinent and Contemporary Issues (PCIs)**:
- **Safety and Security:** Learners acquire skills on ways of observing road safety.

**Values**:
- **Responsibility:** Learners take personal responsibilities in road usage for safety.

**Link to other learning areas**:
- Learning is linked to Road Safety taught in Social Studies.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to explain the different types of road and water transport. | Learner confidently and correctly explains different types of road and water transport. | Learner correctly explains different types of road and water transport. | Learner explains most of types of road and water transport, sometimes lacks detail in some types. | Learner is assisted to explain the different types of road and water transport. |
| Ability to listen for gist. | Learner understands the main ideas in a text and exemplarily responds to all given questions accurately. | Learner understands the main idea in a text and responds to given questions accurately. | Learner understands the main idea in a text and responds to most of the given questions. | Learner listens to a text, has difficulty to identify the main idea expressed therein. Requires prompting to respond to given questions. |

**STRAND 2.0: READING**

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| **2.0 Reading** | **2.1 Reading aloud: School community** (3 Lessons) | By the end of the sub strand, the learner should be able to: <br> a) Identify specific terms from given texts, <br> b) Read with the correct pronunciation and intonation, <br> c) Use research skills to learn independently, <br> d) Demonstrate love and respect towards their school community. | The learner is guided to: <br> • Read texts on school and underline key words <br> • Isolate/highlight/underline words and read them aloud. <br> • Read a passage on the roles of members of the school community aloud from a projector. <br> • Read in pairs and correct each other. <br> • Extract the *l* sounds (*wa* and *fa*) from words displayed on flash cards. <br> • Search for poems about school from varied sources and recite them to peers. <br> • Write down a list on how to show love and respect for the members of their school community and share with peers. | 1. Why is correct pronunciation important when reading? <br> 2. How do you appreciate members of your school community? |

**Core Competencies to be developed**:
- **Learning to learn**: Learners use research skills and share knowledge when searching for poems about school from varied sources and reciting them to peers in class.

| | |
|---|---|
| • **Digital literacy**: Learners interact with digital devices when they read a passage displayed on a projector. | |

**Pertinent and Contemporary Issues (PCIs)**:
- Learners show respect and love for the members of the school community.

**Values**:
- **Respect and Love**: Learners discuss how to appreciate members of their school community.

**Link to other learning areas**:
- Learning is linked to Social Studies where concepts of the school are taught.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to identify specific terms. | Learner distinctively and clearly identifies all the vocabulary relating to school from given texts. | Learner clearly identifies all the vocabulary relating to school from given texts. | Learner identifies most of the vocabulary relating to school from given texts. | Learner is assisted to identify vocabulary relating to school from given texts. |
| Ability to read aloud. | Learner confidently reads a passage on school community with the correct pronunciation and intonation. | Learner reads a passage on school community with the correct pronunciation and intonation. | Learner reads a passage on school community with the correct pronunciation and intonation, makes mistakes that affect understanding minimally. | Learner reads a passage, makes mistakes that affect understanding considerably. |
| Ability to use research skills to learn independently. | Learner competently searches for appropriate poems about school from varied sources. | Learner is able to search for appropriate poems about school from varied sources. | Learner is able to search for appropriate poems about school from varied sources most of the time. | Learner is able to search for appropriate poems about school from varied sources with assistance. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| 1.0 Reading | 2.2 Read aloud: Describing professions (3 lessons) | By the end of the sub strand, the learner should be able to: <br> a) Identify different professions in a reading text, <br> b) Read aloud a text fluently, <br> c) Apply interpretation and inference skills to explore various professions, <br> d) Appreciate the work done by different professionals for career selection. | The learner is guided to: <br> • Underline names of different professions and match them with corresponding pictures. <br> • Read a dialogue on different professions. <br> • Discuss how to effectively select careers for self-development. <br> • Explore the pros and cons of different professions. <br> • Research online varied ways of earning and shares with peers. | 1. Why is reading aloud important? <br> 2. What factors influence career choice? |

**Core Competencies to be developed**:
- **Critical thinking and Problem-Solving**: learners use interpretation and inference skills to explore the pros and cons of different professions.
- Digital Literacy**:** learners connect using technology to research on varied ways of earning.

**Pertinent and Contemporary Issues (PCIs)**:
- **Career Guidance**: Learners discuss how to effectively select careers for self-development and to seek guidance.
- **Financial Literacy**: Learners research various ways of earning.

**Values**:
- **Respect:** Learners read on the need to respect professionals in all areas.

**Link to other learning areas**:
- Social Studies and other Languages handle aspects of professions.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to identify professions. | Learner always identifies all professions in a given text correctly and accurately. | Learner correctly identifies all professions in a given text. | Learner correctly identifies most professions in a given text. | Learner barely identifies professions in a given text. |
| Ability to read aloud. | Learner always reads a passage with the correct pronunciation, intonation and sentence melody. | Learner frequently reads a passage with the correct pronunciation, intonation and sentence melody. | Learner occasionally reads a passage with the correct pronunciation, intonation and sentence melody with minimal distortions. | Learner rarely reads a passage loudly, makes some mistakes in pronunciation, intonation and sentence melody. |
| Ability t apply interpretation and inference skills. | Learner confidently interprets and infers the pros and cons of different professions. | Learner interprets and infers the pros and cons of different professions. | Learner partially interprets and infers the pros and cons of different professions. | Learner needs assistance to interpret and infer pros and cons of different professions. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--------|-----------|---------------------------|-------------------------------|-------------------------|
| 2.0 Reading | 2.3 Reading for details: Home (3 Lessons) | By the end of the sub strand, the learner should be able to: a) Extract names of items found in different rooms from a passage, b) Read a comprehension passage for details, c) Undertake tasks that require networking and creativity, d) Value different cultures related to home settings. | The learner is guided to: • Read short passages and underline items found in the different rooms. • Match pictures to words identified. • Answer comprehension questions on a given passage. • Summarise the content in the reading passage. • Discuss how to arrange items in their rooms and keeping their homes clean • Search for pictures of varied room arrangements from different cultural backgrounds using digital devices (for example, Arabic, Swahili) and create a digital portfolio with peers. | 1. How do you organize your room? 2. How does culture influence the arrangement of homes? |

**Core Competencies to be developed:**
- **Creativity and Imagination**: Learners acquire skills of making observations and connections as they search for pictures of varied room arrangements from different cultural backgrounds.
- **Digital Literacy:** Learners create with technology as they make digital portfolios.

| Pertinent and Contemporary Issues (PCIs): |
| --- |
| • **Hygiene and cleanliness:** Learners acquire skills on how to keep their homes clean. |

| Values: |
| --- |
| • **Responsibility is developed**: Learners keep their items and rooms clean. |

| Link to other learning areas: |
| --- |
| • Home Science: learning is linked to Home Science where housekeeping concepts are taught. |

Assessment Rubric

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| --- | --- | --- | --- | --- |
| Ability to extract names of items. | Learner confidently extracts all the names of items found in rooms from a given passage. | Learner extracts all the names of items found in rooms from a given passage. | Learner extracts most of the items found in rooms from a given passage. | Learner has difficulty extracting items found in rooms from a given passage. |
| Ability to read for details and respond to questions. | Learner always understands the content in a passage and responds to all comprehension questions accurately. | Learner understands the content in a passage and responds to all comprehension questions correctly. | Learner understands most of the content in a passage and responds to most comprehension questions. | Learner struggles to understand the content in a passage and hardly responds to comprehension questions. |
| Ability to use networking and creativity skills. | Learner collaboratively, creatively and skilfully engages in activities depicting arranging of items in their rooms and keeping their homes clean. | Learner collaboratively and creatively engages in activities depicting arranging of items in their rooms and keeping their homes clean. | Learner collaboratively and with moderate creativity engages in activities depicting arranging of items in their rooms and keeping their homes clean. | Learner collaboratively engages in activities depicting arranging of items in their rooms and keeping their homes clean. However, the learner lacks creativity. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| **2.0 Reading** | **2.4 Reading aloud: Restaurant** (2 Lessons) | By the end of the sub strand, the learner should be able to: <br> a) Categorise foods from diverse backgrounds, <br> b) Read with the correct articulation, <br> c) Observe safety and responsibility in digital environments, <br> d) Read texts for enjoyment. | The learner is guided to: <br> • Differentiate types of foods and drinks presented in a passage (menu in a restaurant). <br> • Take turns to read a passage aloud with the correct pronunciation and intonation. <br> • Repeat sounds, words, sentences based on restaurant and foodstuff correctly (for example, *Nun, Thal & Twa*). <br> • Respond to questions on content related to restaurants. <br> • Discuss safety, protection and integrity issues when online with peers. <br> • Search online for appropriate texts on food and drinks and read at their own pace and time. | 1. How does one observe safety when reading online? <br> 2. What approaches can you use to read with correct articulation? |

**Core Competencies to be developed**:
- **Digital Literacy:** Learners develop digital citizenship as they discuss safety, protection and integrity issues while using digital technology.

**Pertinent and Contemporary Issues (PCIs)**:
- **Safety and Security:** Learners gain skills of protecting themselves when using online platforms.

**Values**:
- **Integrity**: Learners practise integrity when accessing the appropriate sites online.

**Link to other learning areas**:
- Learning is linked to Home Science in all aspects of foodstuff and etiquette in a restaurant.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to categorise foodstuff. | Learner confidently identifies and categorises types of foodstuffs presented in a passage. | Learner identifies and categorises types of foodstuffs presented in a passage. | Learner identifies and categorises most types of foodstuffs presented in a passage. | Learner struggles to identify and categorise types of foodstuffs presented in a passage. |
| Ability to read texts aloud. | Learner accurately reads texts aloud with the correct pronunciation and intonation. | Learner reads texts aloud with the correct pronunciation and intonation. | Learner reads texts aloud, sometimes makes errors that distort pronunciation and intonation of some words. | Learner reads texts aloud, makes major errors that distort pronunciation and intonation of the text. |
| Ability to observe safety and responsibility. | Learner always observes safety and responsibility when using online platforms. | Learner observes safety and responsibility when using online platforms. | Learner often observes safety and responsibility when using online platforms. | Learner rarely observes safety and responsibility when using online platforms. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| 2.0 Reading | 2.5 Reading for fluency: Hospital (3 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) Identify equipment found in a hospital,<br>b) Read comprehension passages for fluency and coherence,<br>c) Communicate effectively on weaknesses related to fluency and coherence,<br>d) Exhibit appreciation for the use of different hospital equipment in saving lives. | The learner is guided to:<br>• Highlight names of equipment and hospital personnel presented in a reading passage.<br>• Use flash cards to match pictures of equipment with the vocabulary on hospital.<br>• Read texts in pairs to practise fluency.<br>• Identify areas of weakness in reading and find appropriate solutions to their challenges in small groups.<br>• Research how different hospital equipment work and discuss findings with peers in an online forum. | 1. How can one achieve fluency and coherence when reading?<br>2. How do you identify areas of weakness in reading? |
| **Core Competencies to be developed**:<br>• **Self-efficacy**: Learners communicate clearly areas of weakness in reading and find appropriate solutions to their challenges.<br>• **Digital Literacy**: Learners interact with digital devices as they discuss their findings in an online forum. |||||

| Pertinent and Contemporary Issues (PCIs): |
| --- |
| • **Social cohesion**: Learners work collaboratively to identify their areas of weakness and find appropriate solutions. |

| Values: |
| --- |
| • **Love**: Learners demonstrate tolerance towards their peers with challenges in reading. |

| Link to other learning areas: |
| --- |
| • Learning is linked to other languages in aspects of names of hospital personnel. |

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| --- | --- | --- | --- | --- |
| Ability to identify hospital equipment. | Learner confidently and correctly identifies all hospital equipment mentioned in a passage. | Learner identifies all hospital equipment mentioned in a passage. | Learner partially identifies hospital equipment mentioned in a passage. | Learner hardly identifies hospital equipment mentioned in a passage. |
| Ability to read for fluency and coherence. | Learner accurately reads texts with fluency and connects ideas therein in a coherent manner. | Learner reads texts with fluency and connects ideas therein in a coherent manner. | Learner reads texts with fluency and connects ideas therein in a coherent manner most of the time. | Learner reads texts, hesitates constantly and lacks coherence in connecting ideas during reading to bring out the meaning in text. |
| Ability to communicate effectively. | Learner effectively expresses areas of weakness related to fluency and coherence and proposes appropriate solutions. | Learner expresses areas of weakness related to fluency and coherence and proposes appropriate solutions. | Learner sometimes expresses areas of weakness related to fluency and coherence and proposes appropriate solutions. | Learner has difficulty expressing areas of weakness related to fluency and coherence but requires support to find appropriate solutions. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--------|-----------|---------------------------|-------------------------------|------------------------|
| **2.0 Reading** | **2.6 Reading aloud: Social interactions** (3 Lessons) | By the end of the sub strand, the learner should be able to: <br> a) Extract sentences on rights and responsibilities from a reading text, <br> b) Read texts aloud with the appropriate tempo, <br> c) Value maintaining good relations for peaceful co-existence, <br> d) Appreciate the importance of using social media platforms to enhance peaceful co-existence in the community. | The learner is guided to: <br> • Find and read aloud sentences on the rights and responsibilities of people they interact with from a written text (neighbours, guests, friends, community members). <br> • Read aloud texts with the appropriate speed. <br> • Read and record texts using digital devices and reviews with peers. <br> • Discuss with peers how to maintain good relations and make presentations on their findings. <br> • Form social media groups for community members to share ideas on how to solve problems affecting them. | 1. Why do we read aloud? <br> 2. How do we interact with people around us? |

**Core Competencies to be developed**:
- **Citizenship**: Learners exhibit active community life skills as they discuss how to maintain good relations with others.
- **Digital literacy**: Learners connect using technology as they form social media groups for the community members.

**Pertinent and Contemporary Issues (PCIs)**:
- Learners apply interpersonal relations and conflict resolution skills while interacting with others.

**Values**:
- **Peace and Unity**: Learners learn to live together harmoniously with people around them.

**Link to other learning areas**:
- Social Studies, IRE and CRE capture aspects of maintaining good relations with others.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to extract rights and responsibilities. | Learner accurately and correctly identifies all sentences on rights and responsibilities of neighbours, guests, friends and community members. | Learner identifies all sentences on rights and responsibilities of neighbours, guests, friends and community members correctly. | Learner identifies most sentences on rights and responsibilities of neighbours, guests, friends and community members correctly. | Learner requires support to identify sentences on rights and responsibilities of neighbours, guests, friends and community members. |
| Ability to read with appropriate tempo. | Learner always reads texts aloud with the appropriate tempo; uses a smooth, natural and rhythmic voice; reads faster or slower as appropriate. | Learner reads texts aloud with the appropriate tempo; uses a smooth, natural and rhythmic voice; reads faster or slower as appropriate. | Learner reads texts aloud, reading is sometimes halted, and learner sometimes does not pause to bring out the meaning in the text. | Learner reads texts aloud; reading is sometimes choppy, stops unnecessarily slowing tempo considerably. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| 2.0 Reading | 2.7 Silent reading: Land transport (3 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) Read vocabulary on road and water transport,<br>b) Read texts silently for information,<br>c) Display teamwork by participating actively in tasks,<br>d) Enhance patriotism by travelling within the country. | The learner is guided to:<br>• Read words and match pictures to names of road and water transport in turns.<br>• Read short passages from digital devices and identify the differences between road and water transport with peers.<br>• Read the vocabulary extracted from the texts.<br>• Read texts silently and underline difficult words.<br>• Answer questions on the text.<br>• Explain the importance of road and water transport in groups or pairs.<br>• Discuss how to keep safe when travelling by water and road transport in pairs. | 1. How do you observe safety while travelling?<br>2. Why do we read silently? |

**Core Competencies to be developed**:
- **Digital Literacy**: Learners interact with digital technology to read short passages on road and water transport from digital devices.
- **Communication and Collaboration**: Learners work together to come up with safety measures when travelling by water and road.

**Pertinent and Contemporary Issues (PCIs)**:
- **Safety and Security**: Learners observe safety when travelling by water or road.

| Values: | | | |
|---|---|---|---|
| • **Patriotism**: Enhanced as learners provide reasons why they need to travel within own country. | | | |

| Link to other learning areas: | | | |
|---|---|---|---|
| • Social Studies: learners link to Social Studies where traffic lights are discussed. | | | |

**Suggested Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to read vocabulary. | Learner confidently and correctly reads vocabulary on road and water transport. | Learner correctly reads vocabulary on road and water transport. | Learner reads most of the vocabulary on road and water transport correctly, makes a few errors. | Learner needs assistance to read vocabulary on road and water transport, makes major errors. |
| Ability to read text for information. | Learner always reads silently for information and answers all questions accurately. | Learner reads silently for information and answers all questions. | Learner reads silently for information and answers most of the questions correctly. | Learner has difficulty reading silently for information and hardly answers the questions. |
| Ability to display teamwork in tasks. | Learner always works with peers to come up with safety measures when travelling by water and road. | Learner usually works with peers to come up with safety measures when travelling by water and road. | Learner often works with peers to come up with safety measures when travelling by water and road. | Learner sometimes works with peers to come up with safety measures when travelling by water and road. |

**STRAND 3.0. WRITING**

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| 3.0 Writing | 3.1 Descriptive writing: School community (2 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) Identify members in the school community and their roles,<br>b) Write descriptive texts using correct language structures,<br>c) Appreciate the support of the school community in enhancing learning. | The learner is guided to:<br>• List members in their school community and their roles in pairs or groups.<br>• Write short descriptions about roles of different members in their school community.<br>• Share the descriptions with peers through various social media platforms.<br>• Underline words with bilabial sounds in given sentences from an audio recording.<br>• Create an organizational chart of members in their school community and post on the class/school noticeboard.<br>• Compose a song or poem about the contribution of the school community in enhancing a conducive learning environment. | 1. What makes a good descriptive text?<br>2. How does the support of the school community facilitate learning? |
| **Core Competencies to be developed:**<br>• **Self-efficacy**: Learners write short descriptions about roles of members in their school community enhancing their self-esteem and confidence. |||||

- **Digital literacy**: Learners interact with digital technology to share their descriptions with peers through various social media platforms.

**Pertinent and Contemporary Issues (PCIs)**:
- **Social cohesion**: Learners develop awareness on the influence of the school community in enhancing a conducive learning environment.

**Values**:
- **Respect**: Learners work together in groups or pairs, they learn to respect each other's opinion.
- **Unity**: Learners develop unity when they engage in team work.

**Link to other learning areas**:
- Learners' link to Social Studies and Foreign languages where content related to school is taught.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to identify members in the school community. | Learner distinctively and clearly identifies members in their school community and their roles correctly. | Learner identifies the members in their school community and their roles correctly. | Learner sometimes identifies the members in their school community and their roles correctly. | Learner identifies the members in their school community and their roles correctly with assistance. |
| Ability to write descriptive texts. | Learner constantly and accurately writes short descriptive texts on family in a coherent manner. | Learner accurately writes short descriptive texts on family in a coherent manner. | Learner writes short descriptive texts on family, makes some mistakes that affect the flow and coherence of the text. | Learner makes effort to write short descriptive texts on family, the texts are incomplete and lack coherency in numerous places. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--------|-----------|---------------------------|-------------------------------|------------------------|
| 3.0 Writing | 3.2 Guided writing: Describing professions (2 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) List different types of professions,<br>b) Identify sources of generating business ideas and opportunities in the community,<br>c) Write guided descriptive texts using vocabulary from the context,<br>d) Appreciate the importance of different professions for career guidance. | The learner is guided to:<br>• Listen to an audio recording and write down the different types of professions they hear.<br>• List the vocabulary from the context in groups or pairs.<br>• Create a crossword puzzle using the words they have listed.<br>• Use cut-outs from pictures, magazines and newspapers of different professions to write short descriptions about them.<br>• Publish the descriptions on online blogs or post on noticeboards.<br>• Engage with individuals in their immediate environment in professions that they identify with for mentorship.<br>• Engage a community resource person in generating business ideas and opportunities. | Why do people identify with particular professions? |

**Core Competencies to be developed**:
• **Digital literacy**: Learners interact with digital technology to listen to an audio recording on the different types of professions.

| | |
|---|---|
| • **Critical thinking and problem-solving**: Learners demonstrate researching skills as they engage a community resource person in generating business ideas and opportunities. | |

**Pertinent and Contemporary Issues (PCIs)**:
- **Mentorship**: Learners engage with individuals in their immediate environment in professions that they identify with for mentorship.

**Values**:
- **Unity**: Learners demonstrate unity working together to list vocabulary from the context.

**Link to other learning areas**:
- Learning is linked to Business studies on aspects of financial literacy and entrepreneurship.

**Assessment Rubric**

| Indicators | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|---|---|---|
| Ability to list types of professions. | Learner always lists all types of professions correctly. | Learner lists all types of professions correctly. | Learner lists most types of professions correctly. | Learner requires assistance to list types of professions. |
| Ability to write guided descriptive texts. | Learner accurately and comprehensively writes guided descriptive texts using the vocabulary learnt on professions. | Learner accurately writes guided descriptive texts using the vocabulary learnt on professions. | Learner sometimes writes guided descriptive texts using the vocabulary learnt on professions correctly. | Learner has difficulty writing guided descriptive texts using the vocabulary learnt on professions, makes considerable errors. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| 3.0 Writing | 3.3 Guided Writing: Home (3 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) Classify items found in different house rooms,<br>b) Create short texts on various contexts,<br>c) Appreciate organisation of items in different rooms for optimal usage. | The learner is guided to:<br>• List items found in different rooms in a house as dictated by others.<br>• Form sentences from a substitution table in groups or pairs.<br>• Write short texts on items found in different house rooms using flashcards, pictures, illustrations and other visual stimuli.<br>• Record videos of rooms they have organised in a house and showcase how it enhances easy access of different items.<br>• Share the video with peers for feedback. | 1. How do you organize your room?<br>2. What is the importance of writing accurately? |

**Core Competencies to be developed**:
- **Learning to learn**: Learners work collaboratively when they form sentences from a substitution table in groups or pairs.
- **Digital literacy**: Learners interact with digital technology to record videos of rooms they have organised in a house.

**Pertinent and Contemporary Issues (PCIs)**:
- **Decision-making and problem-solving skills**: Enhanced as learners organise items found in different rooms.

**Values**:
- **Unity**: Learners demonstrate unity when collaborating to form sentences from a substitution table.

**Link to other learning areas**:
- Home Science, French and Mandarin Chinese contain content related to rooms in a home.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to classify items. | Learner confidently and accurately classifies items found in different house rooms all the time. | Learner accurately classifies all items found in different house rooms. | Learner partially classifies items found in different house rooms correctly. | Learner makes effort to classify items found in different house rooms, however requires support. |
| Ability to create short texts. | Learner constantly and accurately writes short texts on items found in different rooms in a coherent manner. | Learner accurately writes short texts on items found in different rooms in a coherent manner. | Learner writes short texts on items found in different rooms, makes some mistakes that affect the flow and coherence of the text. | Learner makes effort to write short texts on items found in different rooms, the texts are incomplete and lack coherency in several places. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| 3.0 Writing | 3.4 Functional writing: Restaurant (2 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) List different types of foods and drinks found in a restaurant,<br>b) Write short texts on food and drinks,<br>c) Demonstrate inter-cultural awareness regarding foods and eating habits. | The learner is guided to:<br>• Write down new words or vocabulary on types of food and drinks found in a restaurant from audio or audio-visual recordings.<br>• Form sentences in pairs or groups using the types of *Taa*.<br>• Write sample menus from audio or audio-visual recordings.<br>• Collaborate with peers to make a collage using photos of different types of food and drinks and write short texts.<br>• Research online and design digital brochures on food and drinks from various cultures. | 1. How does culture influence our eating habits?<br>2. How do we appreciate differences in culture without bias? |

**Core Competencies to be developed**:
- **Communication and collaboration**: Learners write short texts fluently and coherently on different types of foods and drinks.
- **Digital literacy**: Learners create with technology as they design digital brochures on food and drinks from various cultures.

**Pertinent and Contemporary Issues (PCIs)**:
- **Social cohesion**: Learners develop skills of co-existing with others in the community.

**Values**:
- **Respect**: Learners appreciate varieties of food from various cultures.

**Link to other learning areas**:
- Learning is linked to Health education in aspects of food and drinks.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to list types of foods and drinks. | Learner confidently and correctly lists the different types of foods and drinks found in a restaurant. | Learner lists the different types of foods and drinks found in a restaurant correctly. | Learner lists most types of foods and drinks found in a restaurant. | Learner struggles to list the types of foods and drinks found in a restaurant. |
| Ability to write short texts on food and drinks | Learner constantly and accurately writes short texts on foods and drinks in a coherent manner. | Learner accurately writes short texts on foods and drinks in a coherent manner. | Learner writes short texts on foods and drinks, makes some mistakes that affect the flow and coherence of the text. | Learner makes effort to write short texts on foods and drinks, texts are incomplete and the texts lack coherency in several places. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| 3.0 Writing | 3.5 Guided writing: Hospital (3 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) Write names of equipment found in a hospital,<br>b) Construct sentences using acquired vocabulary in context,<br>c) Value preventive healthcare to save money. | The learner is guided to:<br>• Listen to an audio recording and list names of equipment and hospital personnel.<br>• Match pictures or illustrations of equipment and hospital personnel with the appropriate vocabulary in groups.<br>• Write down the vocabulary correctly<br>• Complete gap filling exercises.<br>• Construct sentences using vocabularies learnt on health.<br>• Research online the importance of investing in food that promotes good health and make PowerPoint presentations in class. | 1. Why should we write sentences correctly?<br>2. How can eating right save money? |

**Core Competencies to be developed**:
- **Digital literacy**: Learners interact with digital technology to research online and make PowerPoint presentations.
- **Self-efficacy**: Learners exhibit effective communication skills when they construct sentences using vocabularies on health.

**Pertinent and Contemporary Issues (PCIs)**:
- **Financial literacy**: Learners discuss how investing in healthy food choices saves money.

**Values**:
- **Unity**: Learners demonstrate unity as they work together to match pictures with their appropriate vocabulary.

**Link to other learning areas**:
- Health and Physical Education handle aspects of health.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to write vocabulary associated with the hospital. | Learner constantly and accurately writes names of equipment and personnel found in a hospital. | Learner accurately writes names of equipment and personnel found in a hospital. | Learner writes names of equipment and personnel found in a hospital, makes a few mistakes. | Learner has difficulty writing the correct vocabulary associated with the hospital. |
| Ability to construct sentences. | Learner confidently constructs correct sentences using vocabulary acquired in context all the time. | Learner constructs correct sentences using vocabulary acquired in context. | Learner constructs correct sentences using vocabulary acquired in context most of the time. | Learner needs assistance to construct sentences using vocabulary acquired in context. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| 3.0 Writing | 3.6 Guided writing: Social interactions (3 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) List rights and responsibilities of a neighbour, friend and guest,<br>b) Construct sentences using vocabulary learnt in context,<br>c) Write guided compositions on the theme given,<br>d) Value peaceful co-existence with others to promote cordial relationships. | The learner is guided to:<br>• State the rights and responsibilities of a neighbour, friend and guest and make PowerPoint presentations in class.<br>• Write words and sentences to enhance their spelling skills through dictation.<br>• Construct sentences from the given words.<br>• Write a descriptive composition on qualities of a good neighbour, friend and guest.<br>• Write a simple play relating to peaceful co-existence with others in groups. | 1. How can we live harmoniously with others?<br>2. What does friendship mean to you? |

**Core Competencies to be developed**:
- **Citizenship**: Learners exhibit social cultural sensitivity and awareness skills as they work within diverse teams to write simple plays on peaceful co-existence with others.
- **Digital literacy**: Learners interact with digital technology to make PowerPoint presentations on the rights and responsibilities of a neighbour, friend and guest.

| Pertinent and Contemporary Issues (PCIs): |
| --- |
| • **Social cohesion**: Learners acquire skills that enable them to live peacefully with others in the society. |
| • **Peer education**: Learners distinguish the qualities of a good neighbour, friend and guest in the community. |

| Values: |
| --- |
| • **Peace**: Learner values the importance of good relationships with others in enhancing social cohesion. |

| Link to other learning areas: |
| --- |
| • Social Studies, CRE, IRE and HRE have aspects of maintaining good relations with others. |

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| --- | --- | --- | --- | --- |
| Ability to list rights and responsibilities. | Learner always lists rights and responsibilities of a neighbour, friend and guest comprehensively. | Learner lists rights and responsibilities of a neighbour, a friend and a guest. | Learner partially lists rights and responsibilities of a neighbour, a friend and a guest. | Learner lists rights and responsibilities of a neighbour, a friend and a guest only with guidance. |
| Ability to construct sentences. | Learner accurately and correctly constructs sentences using vocabularies learnt from the context. | Learner constructs sentences using vocabularies learnt from the context correctly. | Learner attempts to construct sentences using vocabularies learnt from the context with minimal errors. | Learner barely constructs sentences using vocabularies learnt from the context. |
| Ability to write descriptive compositions on social interaction. | Learner confidently and clearly writes a detailed composition on social interactions. | Learner clearly writes a detailed composition on social interactions. | Learner writes a composition on social interactions, composition lacks proper organisation. | Learner writes a composition on social interactions, makes considerable mistakes that affect understanding. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| 3.0 Writing | 3.7 Guided writing: Land transport<br><br>(3 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) Identify means of road and water transport in a text,<br>b) Create texts using vocabulary in varied contexts,<br>c) Recognize the importance of observing road safety measures for awareness creation. | The learner is guided to:<br>• Label means of road and water transport depicted in a picture from a digital device or various print media.<br>• Match the new vocabularies learnt with their correct meanings.<br>• Practice writing texts using vocabulary learnt.<br>• Organize ideas and write a composition on the importance of observing road safety measures.<br>• Draw road signs, label and use them to create awareness in the society on road safety in small groups or pairs.<br>• Form a writing club or corner to enhance their writing skills. | 1. How is organisation of ideas useful in writing a composition?<br>2. What safety measures do you observe while using road and water transport? |

**Core Competencies to be developed**:
- **Creativity and imagination**: Learners network by forming a writing club or corner to enhance their writing skills.
- **Digital Literacy**: Learners interact with digital devices to label means of road transport depicted in a picture.

**Pertinent and Contemporary Issues (PCIs)**:
- **Clubs and societies**: Learners actively participate in forming a writing club or corner to enhance their writing skills.

**Values**:
- **Integrity**: Learners become responsible for ensuring that they observe safety measures appropriately without supervision.

**Link to other learning areas**:
- Social Studies and other foreign languages teach aspects of transport and road safety.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to identify means of transport. | Learner confidently and correctly identifies all the means of land and water transport in a given text. | Learner correctly identifies most means of land and water transport in a given text. | Learner correctly identifies some of the means of land and water transport in a given text. | Learner struggles to identify means of land and water transport. |
| Ability to organise ideas in texts. | Learner confidently organises ideas when writing on road safety in a clear and concise manner. | Learner organises ideas when writing on road safety in a clear and concise manner. | Learner organises ideas when writing on road safety in a clear and concise manner most of the time. | Learner organises ideas when writing on road safety with assistance. |

**STRAND 4.0: LANGUAGE STRUCTURES**

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| **4.0 Language structures** | **4.1 Past and present tenses** (3 Lessons) | By the end of the sub strand, the learner should be able to: <br> a) Identify the past and present tenses in given texts, <br> b) Use past and present tenses in simple sentence construction, <br> c) Value the use of tenses in communication. | The learner is guided to: <br> • Extract forms of past and present tenses in sentences (***Ishtara*** *al fawakih,* ***Ashtary*** *al fawakih)* from given texts. <br> • Convert given texts from present to past tense. <br> • Underline past tense in given sentences. <br> • Construct sentences using the past and present tense (*Dhahaba ilal madrasat-Adhhabu ilal madrasa)* in pairs. <br> • Develop a Power Point presentation or any other possible ICT related presentation on past and present tenses. | Why are tenses important in communication? |
| **Core Competencies to be developed**: <br> • **Digital literacy**: Learners develop the skills to create with technology as they develop a PowerPoint presentation or any other possible ICT related presentation on past and present tenses. |||||

| Pertinent and Contemporary Issues (PCIs): |
|---|
| • **Social cohesion**: Learners develop a sense of social cohesion within the school set up. |

| Values: |
|---|
| • **Love**: Learners construct sentences expressing the need to love and respect school community members. |

| Link to other learning areas: |
|---|
| • Learning is linked to all languages in the aspect of past and present tenses. |

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to identify tenses. | Learner confidently and correctly identifies all the present and past tense verbs in a given text. | Learner correctly identifies all the present and past tense verbs in a given text. | Learner correctly identifies most of the verbs in the present and past tense in a given text. | Learner hardly identifies the verbs in the present and past tense in a given text. |
| Ability to use past and present tenses. | Learner always uses past and present tenses to construct simple sentences correctly. | Learner uses past and present tenses to construct simple sentences correctly. | Learner uses past and present tenses to construct simple sentences, makes errors that affect correctness to a limited extent. | Learner uses past and present tenses to construct simple sentences, makes considerable errors that affect correctness. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| **4.0 Language structures** | **4.2 Imperative mood** (2 Lessons) | By the end of the sub strand, the learner should be able to: <br> a) Extract verbs in the imperative mood from a given sentence, <br> b) Use the imperative mood correctly in communication, <br> c) Differentiate imperative mood from other tenses, <br> d) Appreciate the use of tenses in developing communication skills. | The learner is guided to: <br> • Read sentences and underline the imperative mood (*Fiil amr*) from the sentences *Idhab Ilal-madrasa, Ishrabil mal*. <br> • Construct sentences using the imperative mood. <br> • Extract imperative mood from a given dialogue *(idhab ilal jazzar washtar lahman)*. <br> • Use digital devices to search for more tenses and arrange them in the correct column from a table given in groups. | What is the imperative mood? |

**Core Competencies to be developed**:
- **Communication and collaboration**: Learners develop teamwork skills as they use digital devices to search for tenses in groups.
- **Digital Literacy**: Learners connect with technology to search for more tenses from digital devices.

**Pertinent and Contemporary Issues (PCIs)**:
- **Financial literacy**: Learners develop an awareness of budgeting as they discuss the Key Inquiry Question.

**Values**:
- **Love and unity**: Learners work harmoniously in pairs.

**Link to other learning areas**:
- Learning is linked to all other languages where verbs are taught.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectations | Below Expectations |
|---|---|---|---|---|
| Ability to identify verbs in the imperative mood. | Learner confidently and correctly identifies all the verbs in the imperative mood in a given text. | Learner correctly identifies all the verbs in the imperative mood in a given text. | Learner correctly identifies most of the verbs in the imperative mood in a given text. | Learner is assisted to identify verbs in the imperative mood in a given text. |
| Ability to use the imperative mood. | Learner constantly and correctly uses the imperative mood to communicate effectively. | Learner correctly uses the imperative mood to communicate effectively. | Learner mostly uses the imperative mood to communicate, makes minimal errors. | Learner struggles to use the imperative mood to communicate, makes considerable errors. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| **4.0 Language structures** | **4.3 Gender**<br><br>(3 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) Assign nouns and verbs the appropriate gender,<br>b) Conjugate verbs according to the gender,<br>c) Follow instructions to accomplish language related tasks,<br>d) Recognise the place of language correctness in communication. | The learner is guided to:<br>• Match the nouns and verbs used in a passage with their appropriate gender (*Al-Mudhakar wal-Muannath*).<br>• Extract the masculine and feminine words from sentences (*sariirun, maaidatun*).<br>• Identify the prefixes and suffixes denoting verbs in the feminine form (*tadhahab, dhahabat*).<br>• Identify suffixes denoting feminine nouns (*twalibatun, madrasatun*).<br>• Construct sentences using the masculine and feminine words *dhwarabat al umm at-twiflata* related to items and rooms in a house.<br>• Write the feminine nouns from a list of masculine nouns.<br>• Design a game on feminine and masculine nouns using ICT devices and discuss gender issues in their day-to-day life. | Why is language correctness important in communication? |

**Core Competencies to be developed**:

- **Critical Thinking and Problem-Solving**: learners apply active listening and communication as they follow instructions on how to derive feminine nouns from the masculine ones.
- **Digital literacy**: Learners create with technology as they design a game on feminine and masculine nouns.

**Pertinent and Contemporary Issues (PCIs)**:

- **Gender Issues**: Learners discuss and appreciate gender issues in their day-to-day lives.

**Values**:

- **Respect**: Learners explore gender in both nouns and verbs they acquire awareness on the role that gender plays in society.

**Link to other learning areas**:

- Learning is linked to German and French on aspects of gender.

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to assign nouns and verbs appropriate gender. | Learner confidently matches all nouns and verbs with the appropriate gender. | Learner matches all nouns and verbs with the appropriate gender. | Learner matches most of the nouns and verbs with the appropriate gender. | Learner has difficulty matching nouns and verbs with the appropriate gender. |
| Ability to conjugate verbs according to the gender. | Learner always conjugates verbs according to the gender correctly. | Learner conjugates verbs according to the gender correctly. | Learner conjugates most verbs according to the gender correctly, makes errors that affect correctness to a limited extent. | Learner conjugates verbs, makes errors that affect correctness. |

| Ability to follow instructions to accomplish language related tasks. | Learner confidently and correctly follows instructions in deriving feminine from the masculine nouns. | Learner correctly follows instructions in deriving feminine from the masculine nouns. | Learner most of the time follows instructions in deriving feminine from the masculine nouns. | Learner needs probing to derive feminine from the masculine nouns as per the instructions given. |
|---|---|---|---|---|

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| **4.0 Language structures** | **4.4 Negation** *Adawat an-Nafy* <br><br> (3 Lessons) | By the end of the sub strand, the learner should be able to: <br> a) Identify different types of negating articles, <br> b) Use negating articles in simple sentence construction, <br> c) Value the usage of correct language structures in communication, | The learner is guided to: <br> • Mention food stuffs found in a restaurant in short texts using the different types of negating articles. <br> • Extract the articles of negation in a given paragraph from the internet on the importance of engaging restaurant staff (***La Lan, Lam)***. <br> • In groups, explain the different types of negation ***Nahiya and Nafiya***. <br> • Construct sentences about diseases that result from unhygienic behaviours in a restaurant using negating articles. | What are negating articles? |

**Core Competencies to be developed**:
- **Communication and collaboration**: Learners exhibit teamwork skills as they discuss the different types of negation in groups.
- **Digital literacy**: Learners connect using technology to extract the articles of negation from the internet.

**Pertinent and Contemporary Issues (PCIs)**:
- **Health related issues**: Learners construct sentences on lifestyle diseases and appreciate the importance of personal hygiene.

**Values**:
- **Respect**: Learners engage with staff at the restaurant appropriately.

**Link to other learning areas**:
- Learning is linked to Home Science in aspects of food and nutrition and all languages where learners are also taught about negating articles.

**Assessment Rubric**

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|---|---|---|
| Ability to identify types of negating articles. | Learner confidently and correctly identifies negating articles. | Learner identifies negating articles correctly. | Learner sometimes identifies negating articles correctly. | Learner is assisted to identify negating articles. |
| Ability to use negating articles in sentences. | Learner always uses negating articles in sentences appropriately. | Learner uses negating articles in sentences appropriately. | Learner uses negating articles in sentences appropriately most of the time. | Learner has challenges using negating articles in sentences. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| **4.0 Language structures** | **4.5 Interrogative pronouns**<br><br>(3 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) Name interrogative pronouns based on various contexts,<br>b) Use the interrogative pronouns in sentences,<br>c) Recognize the importance of using interrogative pronouns for effective communication. | The learner is guided to:<br>• List interrogative pronouns (*Adawaat Al istifham*) found in a short paragraph; ***(ma; man, mata, madha...)***.<br>• Construct simple sentences on the importance of health workers using interrogative pronouns.<br>• Use interrogative articles on disease preventive measures in pairs.<br>• Search the internet to find information about caring for the sick and how to reduce risks of contamination in a hospital.<br>• In pairs, extract interrogative pronouns from the given excerpts. | How do interrogative pronouns contribute to effective communication? |

**Core Competencies to be developed**:
- **Digital Literacy**: Learners connect using technology to retrieve information on taking care of the sick and reducing contamination risks in a hospital.

**Pertinent and Contemporary Issues (PCIs)**:
- **Disaster risk reduction**: Learners acquire skills on how to avert contamination in a hospital.

| Values: |
| --- |
| • **Patriotism**: Learners appreciate caring for the sick in enhancing a healthy society. |
| **Link to other learning areas**: |
| • Health Education and Languages covers content related to health. |
| |

**Suggested Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| --- | --- | --- | --- | --- |
| Ability to name interrogative pronouns. | Learner confidently names all the interrogative pronouns used in a short paragraph correctly. | Learner names the interrogative pronouns used in a short paragraph correctly. | Learner names most of the interrogative pronouns used in a short paragraph. | Learner is guided to name the interrogative pronouns used in a short paragraph. |
| Ability to use interrogative pronouns. | Learner exemplarily uses interrogative pronouns effectively in sentences. | Learner uses interrogative pronouns effectively in sentences. | Learner uses most interrogative pronouns effectively in sentences. | Learner hardly uses interrogative pronouns in sentences. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| **4.0 Language structures** | **4.6 Prepositions** *Huruf al Jaar* (3 Lessons) | By the end of the sub strand, the learner should be able to: <br> a) List the prepositions used in the context, <br> b) Use the prepositions in sentences, <br> c) Recognize the importance of using prepositions for effective communication. | The learner is guided to: <br> • Extract the following prepositions from a given text; *(Min, ila, ala, fi...)*. <br> • Construct simple sentences on social relations using prepositions; *(adhhabu ila suq maa jary)*. <br> • In groups, discuss the importance of associating with good friends using prepositions; *(Uhibbu swadiqy liannahu yadhhabu   ilal masjid kulla yuamin)*. <br> • In pairs, carry out a dialogue on living peacefully with others using prepositions and make recordings using digital devices. <br> • Participate in Arabic language club for language and personality skills development. | Why are prepositions important in communication? |
| **Core Competencies to be developed**: <br> • **Learning to learn**: Learners work collaboratively to discuss the importance of using prepositions. <br> • **Digital Literacy**: Learners interact with digital technology to make recordings on living peacefully with others. |||||

| **Pertinent and Contemporary Issues (PCIs)**: |
|---|
| • **Clubs and Societies:** Learners actively participate in Arabic language club for language and personality skills development. |

| **Values**: |
|---|
| • **Peace and Unity**: Learners converse on how to live peacefully with others. |

| **Link to other learning areas**: |
|---|
| • Learners link to languages where concepts of prepositions are taught. |

**Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to list prepositions from a text. | Learner confidently and correctly lists the prepositions from a given text. | Learner correctly lists the prepositions in a given text. | Learner lists most of the prepositions in a given text. | Learner needs assistance to correctly list some common prepositions in a given text. |
| Ability to use interrogative pronouns. | Learner distinctively and clearly uses interrogative pronouns correctly in sentences. | Learner clearly uses interrogative pronouns in sentences correctly. | Learner sometimes uses interrogative pronouns in sentences correctly. | Learner rarely uses interrogative pronouns correctly in sentences. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| **4.0 Language structures** | **4.7 Relative pronouns**<br><br>(3 Lessons) | By the end of the sub strand, the learner should be able to:<br>a) Identify relative pronouns in a passage,<br>b) Use relative pronouns in constructing sentences,<br>c) Appreciate the use of language structure for skills development. | The learner is guided to:<br>• Underline relative pronouns in a passage *(al-ladhy, al- laty, al-ladhany...)*.<br>• Match relative pronouns to corresponding nouns.<br>• Construct simple sentences on types of road and water transport using relative pronouns *(hadha huwa alqitwar **al-ladhy** safartu bihi)* and make presentations in class.<br>• Discuss the importance of observing road safety measures using relative pronouns;*(usafiru bissayyarat **al-laty** tuutabaru aminah)* with peers.<br>• Research online how cultural perspectives vary in different communities with regards to gender issues. | How are relative pronouns important in communication? |
| **Core Competencies to be developed**: ||||||
| • **Communication and collaboration**: Learners practise teamwork skills when discussing the importance of observing road safety measures with peers. ||||||

- **Digital Literacy**: Learners connect using technology to research online how cultural perspectives vary in different communities.

**Pertinent and Contemporary Issues (PCIs)**:
- **Gender issues:** Learners observe and appreciate different relative pronouns for different genders.

**Values**:
- **Social justice**: Learners appreciate different cultural perspectives on gender issues.

**Link to other learning areas**:
- Learning is linked to other languages that have relative pronouns.

**Suggested Assessment Rubric**

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to identify relative pronouns. | Learner confidently and correctly identifies the relative pronouns. | Learner correctly identifies the relative pronouns. | Learner identifies most of the relative pronouns. | Learner is able to identify relative pronouns only with support. |
| Ability to use relative pronouns. | Learner always constructs sentences using relative pronouns correctly. | Learner constructs sentences using relative pronouns correctly. | Learner some of the time constructs sentences correctly using relative pronouns. | Learner has challenges constructing sentences using relative pronouns. |

# GUIDELINES ON COMMUNITY SERVICE LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. CSL is expected to benefit the learner, the school and local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in only one CSL class activity. The activity will give learners an opportunity to practise the CSL project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on steps of the CSL project to carry out an activity of their choice as per the guidelines provided in the template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school-based integrated CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time.

**CSL Skills to be covered:**
  i)   **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways and tools to use in collecting the data, manner in which they will analyse information and present their findings.
  ii)  **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes etc.
  iii) **Citizenship:** Learner will be able to explore opportunities for engagement as members of the school community and providing a service for the common good.
  iv)  **Leadership**: Learners develop leadership skills as they take up various roles within the CSL activity.

v) **Financial Literacy Skills:** Learners consider how they can undertake the project as well as sourcing and utilising resources effectively and efficiently.

vi) **Entrepreneurship**: Learners consider ways of generating income through innovation for the CSL class activity.

| Suggested PCIs | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|---|---|---|---|
| The learners will be guided to consider the various PCIs provided in the various subjects in Grade 7 and choose one suitable to their context and reality. | By the end of the CSL class activity, the learner should be able to:<br>a) Identify a problem in the school community through research.<br>b) Plan to solve the identified problem in the community.<br>c) Design solutions to the identified problem.<br>d) Implement solution to the identified problem.<br>e) Share the findings with relevant actors.<br>f) Reflect on own learning and relevance of the project.<br>g) Appreciate the need to belong to a community. | The learner is guided to:<br>● Brainstorm on issues/pertinent and contemporary issues in their school that need attention.<br>● Choose a PCI that needs immediate attention and explain why.<br>● Discuss possible solutions to the identified issue.<br>● Propose the most appropriate solution to the problem.<br>● Discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation).<br>● Develop tools for collecting the information/data.<br>● Identify resources they need for the activity. | 1. How does one determine community needs?<br>2. Why is it necessary to be part of a community?<br>3. What can one do to demonstrate a sense of belonging |

| | | <ul><li>Collect the information/data using various means.</li><li>Develop various reporting documents on their findings.</li><li>Use the developed tools to report on their findings.</li><li>Implement project.</li><li>Collect feedback from peers and school community regarding the CSL activity.</li><li>Share the report on activity through various media to peers and school community.</li><li>Discuss the strengths and weaknesses of implemented project and lessons learnt.</li><li>Reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community.</li></ul> | |
|---|---|---|---|

| Suggested Assessment Rubric | | | | |
|---|---|---|---|---|
| **Indicator** | **Exceeds Expectation** | **Meets Expectation** | **Approaches Expectation** | **Below Expectation** |
| The ability to identify and analyse a pertinent issue in society to be addressed | Learner critically defines and elaborately discusses a pertinent issue to be addressed. | Learner defines and discusses a pertinent issue to be addressed. | Learner defines and discusses a pertinent issue to be addressed with minimal support. | Learner requires support to critically examine and select the appropriate issue. |
| The ability to plan to solve the identified problem | Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project. | Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project. | Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project. | Learner has difficulty establishing resources needed, developing plans, assigning responsibilities and generating data on the CSL project. |
| The ability to design solutions to the identified problem and implement them | Learner constantly applies the knowledge and skills gained in subjects to address the identified issue. | Learner applies the knowledge and skills gained in subjects to address the identified issue. | Learner applies the knowledge and skills gained in subjects to address the identified issue with some support. | Learner requires a lot of probing to apply the knowledge and skills gained in subjects to address the identified issue. |
| Ability to share findings to relevant actors | Learner comprehensively and confidently shares | Learner confidently shares findings of the | Learner shares some of the findings of the | Learner briefly shares findings of the issue addressed in the |

|  | findings of the issue addressed in the activity. | issue addressed in the activity. | issue addressed in the activity. | activity, lacks necessary details. |
|---|---|---|---|---|
| The ability to reflect on own learning and relevance of the activity | Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning. | Learner clearly outlines the benefits of the CSL activity on the target community and own learning. | Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear. | Learner struggles to outline the benefits of the CSL activity on the target community and own learning. |

# ANNEX 1: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES.

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

|  |  |  |  |
|---|---|---|---|
|  | <ul><li>Pictures</li><li>Images</li><li>Drawings</li><li>Poems</li><li>Course books</li><li>Magazines</li><li>Internet</li><li>Charts</li><li>Posters</li><li>Easy readers</li><li>Menus</li></ul> | <ul><li>Observations</li><li>Quizzes</li><li>Portfolio</li><li>Reading for fluency</li><li>Role play</li><li>Learning logs</li><li>Exit or Admit stamps</li><li>Peer assessment</li><li>Checklists</li></ul> | <ul><li>Arabic language Clubs</li><li>Exchange Programs</li><li>Tandem (face-to-face or electronic) and intercultural learning</li><li>Language Days</li><li>Inter-House Competitions</li><li>Inter-Class Competitions</li><li>Inter-School Contests</li></ul> |
| **3.0 Writing** | <ul><li>Audio and video recordings</li><li>Internet</li><li>Charts</li><li>Posters</li><li>Cross word puzzles</li><li>Pictures</li><li>Drawings</li><li>Magazines</li><li>Photographs</li><li>Newspapers</li><li>Flashcards</li><li>Illustrations</li></ul> | <ul><li>Total Physical Response</li><li>Writing texts</li><li>Forming sentences</li><li>Peer assessment</li><li>Writing menus</li><li>Observations</li><li>Designing brochures</li><li>Matching names to pictures</li><li>Filling in missing information</li><li>Writing simple plays</li><li>Matching of sentences</li></ul> | <ul><li>Exchange Programs</li><li>Tandem (face-to-face or electronic) and intercultural learning</li><li>Language Days</li><li>School Open Days</li><li>Kenya Music Festival</li><li>Arabic language Clubs</li><li>Inter-House Competitions</li><li>Inter-Class Competitions</li><li>Inter-School Contests</li></ul> |

| | | | |
|---|---|---|---|
| | • Journals<br>• Recording devices<br>• Menus<br>• Brochures<br>• Resource person | | |
| **4.0 Language structures** | • Libraries<br>• Projectors<br>• Course books<br>• Internet<br>• Charts<br>• Pictures<br>• Drawings<br>• Illustrations<br>• Newspapers<br>• Maps<br>• Chalkboard | • Observations<br>• Writing texts<br>• Construction of sentences<br>• Designing games<br>• Discussions<br>• Role play<br>• Checklists<br>• Quizzes | • Arabic language Clubs<br>• Tandem (face-to-face or electronic) and intercultural learning<br>• Language Days<br>• School Open Days<br>• Kenya Music Festival<br>• Exchange Programs<br>• Inter-House Competitions<br>• Inter-Class Competitions<br>• Inter-School Contests |