



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

**JUNIOR SCHOOL CURRICULUM DESIGN**

**ARABIC**

**GRADE 7**

First published 2022

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

**ISBN:978-9914-43-935-9**

Published and printed by the Kenya Institute of Curriculum Development

## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training, and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, the 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, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far-reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle, and feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 7 curriculum designs build on competencies attained by learners at the end of Grade 6. 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 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, 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.



**HON. EZEKIEL Ombaki MACHOGU, CBS**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**

## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 7 is the first grade of Junior School in the reformed education structure.

The reviewed Grade 7 curriculum furthers implementation of the CBC from Grade 6 at the primary 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 ongoing 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. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 7 and prepare them for a smooth transition to 8. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.



**DR. BELIO KIPSANG', CBS**  
**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT FOR BASIC EDUCATION**  
**MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) 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) 2017, which responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate 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 revised Grade 7 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource, and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary - State Department of 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 and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 7 and the preparation of learners for transition to Grade 8.



**PROF. CHARLES O. ONG'ONDO, PhD, MBS**  
**DIRECTOR/CHIEF EXECUTIVE OFFICER**  
**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

## **TABLE OF CONTENTS**

FOREWORD .....	iii
PREFACE .....	iv
ACKNOWLEDGEMENT .....	v
TABLE OF CONTENTS .....	vi
LESSON ALLOCATION .....	vii
NATIONAL GOALS OF EDUCATION .....	viii
LEVEL LEARNING OUTCOMES FOR JUNIOR SCHOOL .....	x
ESSENCE STATEMENT .....	x
GENERAL LEARNING OUTCOMES FOR ARABIC LANGUAGE .....	xi
SUMMARY OF STRANDS AND SUBSTRANDS .....	xii
STRAND 1.0: LISTENING AND SPEAKING .....	1
ASSESSMENT RUBRICS FOR STRAND: LISTENING AND SPEAKING .....	17
STRAND 2.0: READING .....	19
ASSESSMENT RUBRICS FOR THE STRAND: READING .....	35
STRAND 3.0: WRITING .....	36
ASSESSMENT RUBRICS FOR THE STRAND: WRITING .....	54
APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE-LEARNING (CSL) PROJECT .....	55
APPENDIX 2: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES. ....	57

## LESSON ALLOCATION

S/No	Learning Area	Number of Lessons Per Week (40 Minutes Per Second)
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1*
<b>Total</b>		<b>40 +1*</b>

## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

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

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

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

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

#### **a) Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth in adapting 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 needs 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 recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills, and attitudes that will prepare our young people for these changing global trends.

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

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

- 4. Promote sound moral and religious values.**  
Education should provide for the development of knowledge, skills, and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant, and integrated citizens.
- 5. Promote social equity and responsibility.**  
Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability, or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**  
Education should instil 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 to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**  
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights, and benefits that this membership entails.
- 8. Promote positive attitudes towards good health and environmental protection.**  
Education should inculcate in young people the value of good health 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 FOR JUNIOR SCHOOL**

By the end of Junior 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, and 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**

As part of the international community, Kenyan learners will have the opportunity to learn foreign languages in addition to the national, official, and indigenous languages. These foreign languages include: Arabic, French, German, and Mandarin. The curriculum aims for learners to acquire basic proficiency in the four language skills: listening, speaking, reading, and writing. This will give the learner an opportunity to develop language competencies in an experiential, innovative, and flexible ways. Foreign language learning at this level is guided by social-constructivist and environmental theories. Learning these languages will promote international awareness and appreciation of one's own and others' cultures. By transitioning to Senior School, the learner will have achieved basic proficiency equivalent to A1/YCT2 level.

## **GENERAL LEARNING OUTCOMES FOR ARABIC LANGUAGE**

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

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

## SUMMARY OF STRANDS AND SUB-STRANDS

Strands	Sub-Strands	Suggested Number of Lessons
<b>LISTENING AND SPEAKING</b>	Listening for Gist	2
	Imitative Speaking: Pronunciation	6
	Phonological awareness: Pronunciation	6
	Listening for information	2
	Conversational skills	2
Total		18
<b>READING</b>	Reading Aloud: Fluency	8
	Reading for comprehension	6
	Reading for information	2
	Extensive Reading - Library skills	2
Total		18
<b>WRITING</b>	Guided Writing: Handwriting	2
	Guided Writing: Spelling	2
	Guided Writing: Paragraph Writing	6
	Guided Writing: Sequencing Ideas	2
	Guided Writing: Imaginative Composition	2
	Mechanics of writing: Punctuation	2
	Guided Writing: Poetry	2
Total		18
Showcasing of skills and concepts (Exhibition)		6
<b>Total Number of Lessons</b>		<b>60</b>

**Note:** The suggested number of lessons per sub-strand may be less or more depending on the context.

## STRAND 1.0: LISTENING AND SPEAKING

### THEME 1: GREETINGS AND INTRODUCTION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.1 Listening for Gist</b> <i>(2 sessions)</i>	By the end of the sub-strand, the learner should be able to: a) identify the main idea in a spoken text, b) respond to simple questions on greetings and introduction of self and others, c) develop an interest in learning Arabic.	The learner is guided to: <ul style="list-style-type: none"> <li>listen to an audio recording on greetings and introduction,</li> <li>collaborate with peers to analyse concepts to identify the main idea in the recorded text,</li> <li>work with peers to answer questions while accommodating diverse opinions, <i>e.g where do you live?</i> <i>(أين تسكن؟)</i> <i>What is your friend's name?</i> <i>(ما اسم صديقك؟)</i></li> <li>role-play greetings and introduction of friends of different genders.</li> </ul>	How can you extract the main idea in a given text?
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Critical thinking and Problem-solving: This is promoted as the learner analyses concepts to identify the main idea in the recorded text.</li> <li>Self-efficacy: This is promoted as the learner shows concerted attention when role-playing greetings and introducing friends of different genders.</li> </ul>				

**Values:**

Respect: This is enhanced as the learner accommodates diverse opinions when working with peers to answer questions.

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

Gender issues: This is promoted as learners role-play on greetings with friends of different genders.

**Link to other Learning Areas:**

The learner can relate the concept of greetings and introduction with their learning of similar concepts in English and Kiswahili.

<b>THEME 2: FAMILY</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.2 Imitative Speaking: Pronunciation</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Intonation</i></li> <li>• <i>Stress</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify family members by their names and professions,</li> <li>b) apply appropriate intonation and stress in pronouncing words for fluency,</li> <li>c) appreciate the role of immediate family members for social co-existence.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• identify family members by their names and professions,</li> <li>• talk about their immediate family members with peers actively, <i>e.g where do your parents work?</i></li> <li>• use appropriate intonation and stress when asking questions related to the theme,</li> <li>• team up to record each other as they apply intonation and stress in speech,</li> <li>• peer assess each other's performance for constructive feedback,</li> <li>• collaborate with peers to compose a song on various professions.</li> </ul>	Why is it good to pronounce words correctly?

**Core Competencies to be developed:**

- Communication and Collaboration: This is promoted as the learner engages actively when talking about their immediate family members with peers.
- Self-efficacy: This is enhanced as the learner shows concerted attention when peer assessing each other's performance for constructive feedback.

**Values:**

Integrity: This is promoted as the learner displays transparency when peer assessing each other's performance for constructive feedback.

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

Social Cohesion: This is promoted as the learner interacts with various people making up the society for coexistence.

**Link to other Learning Areas:**

The learner can relate the concept of family to their learning of similar concepts in Social Studies.

<b>THEME 3: MY SURROUNDING</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.3 Phonological Awareness</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Pronunciation</i></li> <li>• <i>Stress</i></li> <li>• <i>intonation</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) pronounce words related to the theme appropriately,</li> <li>b) apply appropriate stress and intonation for fluency,</li> <li>c) develop interest in pronouncing Arabic words correctly.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to audio-visual recordings about the market using digital devices,</li> <li>• identify vocabulary related to the theme used in the recording,</li> <li>• work jointly to practise pronouncing the words accurately,</li> <li>• role-play a market scene involving buying and selling of items,</li> <li>• use appropriate stress and intonation to express themselves in the role-play.</li> </ul>	What can you do to improve your ability to pronounce words accurately?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital Literacy: This is promoted as the learner interacts with digital content when listening to audio-visual recordings about the market.</li> <li>• Creativity and Imagination: This is enhanced as the learner embraces creative ideas when role-playing a market scene involving buying and selling of items.</li> </ul>				

**Values:**

Respect: this is nurtured as the learner appreciates peer's effort when jointly practicing to pronounce the words accurately.

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

Economic resources (Trade): This is addressed as the learner interacts with information on the market.

**Link to other Learning Areas:**

The learner can relate the vocabulary associated with the market to similar concepts in Pre-Technical Studies.

<b>THEME 4: TIME</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.4 Listening for Gist</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Key ideas</i></li> <li>• <i>Vocabulary building</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify key ideas from a spoken text related to the theme,</li> <li>b) use acquired vocabulary to make sentences for comprehension,</li> <li>c) acknowledge important dates and holidays for lifelong learning.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen attentively to a presentation on important dates in the calendar,</li> <li>• pick out the key ideas from the recorded presentation on various dates in the calendar,</li> <li>• work with peers to practise pronouncing the dates while showing respect for each other,</li> <li>• make an oral presentation using simple sentences on important dates, <i>that is, Eid, Holidays</i></li> </ul>	How can we pick out key ideas from a text?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication:</b> Listening skills are enhanced as the learner listens attentively to a presentation and makes an oral presentation using simple sentences on important dates.</li> <li>• <b>Critical thinking and Problem-solving:</b> This is enhanced as the learner analyses texts to pick out the key ideas from the recorded presentation on various dates in the calendar.</li> </ul>				

**Values:**

Respect: This is enhanced as the learner shows positive regard for self and others while working with peers to pronounce the dates.

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

Cultural Awareness: This is promoted as learners interact with texts on various dates in the Arabic calendar.

**Link to other Learning Areas:**

The learner can relate the concept on important dates and activities to their learning of festivals and Holidays in Social Studies.

<b>THEME 5: FUN AND ENJOYMENT</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.5 Listening for Information</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Identifying specific details</i></li> <li>• <i>Verbal instructions</i></li> </ul>	By the end of the Sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify specific information from an oral text for information,</li> <li>b) respond to simple verbal instructions correctly,</li> <li>c) acknowledge the role of listening keenly for lifelong learning.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio recording of activities carried out for fun and enjoyment,</li> <li>• work with peers to identify various activities taken up for fun and enjoyment,</li> <li>• collaborate with peers to answer direct and inferential questions on the recording,</li> <li>• play a language game involving the use of verbal instructions e.g. the ‘Simon says’ language game,</li> <li>• engage in a dialogue with peers on how leisure time should be used.</li> </ul>	How can we extract specific information from a text?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> Interpersonal skills are enhanced as the learner engages in a dialogue about leisure time in groups.</li> <li>• <b>Social Justice:</b> This is enhanced as the learner allows peers an equal chance when collaborating to answer direct and inferential questions on the recording.</li> </ul>				

**Values:**

Respect: This is promoted as the learner shows positive regard for self and others while playing a language game involving the use of verbal instructions.

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

Citizenship: This is enhanced as the learner interacts with peers to share ideas on how leisure time should be used constructively.

**Link to other Learning Areas:**

The learner is able to relate the concept of constructive use of leisure time to similar concepts in Religious Education.

<b>THEME 6: FOOD AND DRINKS</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.6 Phonological Awareness</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li><i>Pronunciation</i></li> <li><i>Vocabulary building</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>pronounce vocabulary accurately for fluency,</li> <li>use acquired vocabulary to describe an event fluently,</li> <li>appreciate fluency in speech using acquired vocabulary.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>engage in a collaborative conversation on the prices of different items from a given display of price lists,</li> <li>work jointly to practise pronouncing words related to the theme correctly,</li> <li>use acquired vocabulary to role-play a dialogue between a shop assistant and customers,</li> <li>stage the role-play in class for peer review.</li> </ul>	How does vocabulary building help in learning the Arabic language?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and Collaboration: Listening skills are portrayed as the learner actively participates in sharing their ideas, engage in conversation with others by listening to and learning from others.</li> <li>Self-efficacy: The confidence skill portrayed as learner conducts a conversation in pairs using vocabularies related to shopping.</li> </ul>				
<b>Values:</b> Peace: This is enhanced as the learner works peacefully with others with an attitude of tolerance and collaboration.				
<b>Pertinent and Contemporary Issues (PCIs):</b> Economic Resources: This is promoted as learners recognise and appreciate different things found in the market.				
<b>Link to other Learning Areas:</b> The learner can relate the concept on shopping as taught in Pre-Technical Studies.				

<b>THEME 7: MY BODY</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.7 Imitative Speaking</b> <i>(2 sessions)</i>  <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Adjectives</i></li> </ul>	By the end of the sub-strand, the learner should be able to: a) identify words used to describe people and things, b) describe different things and events using relevant descriptive words, c) appreciate vocabulary building for language acquisition.	The learner is guided to: <ul style="list-style-type: none"> <li>• work with peers to search for words used to describe, people and things from print and online sources,</li> <li>• practise pronouncing vocabulary on physical appearance descriptors,</li> <li>• observe different pictures from a given display,</li> <li>• describe the appearances of the people in the pictures using relevant descriptors,</li> <li>• take turns talking about their friend or family members.</li> </ul>	How does vocabulary help in learning a language?
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication: Speaking skills are portrayed as the learner speaks clearly and effectively describing other people.</li> <li>• Creativity and imagination: These skills are developed as the learner undertakes the task of describing situations and objects creatively.</li> </ul>				
<b>Values:</b>				
Respect: This is promoted as the learner shows positive regard for self and others while working in groups.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Health promotion (Self-awareness): This is promoted as the learner appreciates their physical appearance and practise good hygiene.				
<b>Link to other Learning Areas:</b>				
The learner can relate the learning to physical appearance as it is covered in Creative Arts and Sports.				

<b>THEME 8: WEATHER AND ENVIRONMENT</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.8 Conversational Skills</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Non-verbal cues</i></li> <li>• <i>Oral presentations</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify non-verbal cues used for effective communication,</li> <li>b) use appropriate non-verbal cues in oral presentations,</li> <li>c) develop an interest in speaking skills.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video presentation related to the theme,</li> <li>• work jointly to identify non-verbal cues used in presentations e.g. <i>gestures, general appearance, tonal variation, movement, facial expressions,</i></li> <li>• collaborate with peers to demonstrate the various non-verbal cues and what they imply,</li> <li>• make a presentation to peers on a topic related to the theme using appropriate non-verbal cues,</li> <li>• peer assess each other's presentation for correct use of non-verbal cues,</li> <li>• discuss common non-verbal cues that may contradict the message being spoken.</li> </ul>	Why are non-verbal cues key in communication?

**Core Competencies to be developed:**

Communication and Collaboration: Listening skills are developed as the learner watches keenly and actively to identify non-verbal cues used in presentations.

**Values:**

Peace: This is enhanced as the learner shows patience and tolerance with peers when giving views during discussion on common non-verbal cues that may contradict the message being spoken.

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

Climate Change (weather patterns): This is promoted as the learner appreciates the weather from texts and videos watched.

**Link to other Learning Areas:**

The learner can relate the concept about weather and environment as taught in Integrated Science.

<b>THEME 9: GETTING AROUND</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.9 Phonological Awareness: Pronunciation</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Pronunciation</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify vocabulary related to the theme from an oral text,</li> <li>use accurate pronunciation in target words for fluency,</li> <li>appreciate the role of fluency in effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip and answer questions on different places in the locality in groups e.g. <i>market, school, hospital, mosques</i></li> <li>• describe different places within the locality using related vocabulary,</li> <li>• engage in a conversation locating different places in the locality using appropriate pronunciation of target words,</li> <li>• take turns to practise pronouncing words using minimal pairs.</li> </ul>	How can you improve your speaking skill?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> Listening skills develop as the learner listens keenly and actively to a short presentation and answers questions orally.</li> <li>• <b>Digital Literacy:</b> This is portrayed as the learner interacts with digital technology when watching a video clip.</li> </ul>				

**Values:**

Respect: This is enhanced as the learner shows positive regard for self and others while taking turns to practise pronouncing words fluently.

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

Environmental Awareness: This is promoted as the learner appreciates different places in the locality and acquires vocabulary related to markets, school and hospitals.

**Link to other Learning Areas:**

The learner can relate the concept of places in the locality to their learning of physical features in Social Studies.

## ASSESSMENT RUBRICS FOR STRAND: LISTENING AND SPEAKING

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to use vocabulary and expressions to probe and engage in oral interactions.	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions; attempts to use a variety of vocabulary and expressions synonymous with the targeted ones.	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions.	The learner uses some of the targeted vocabulary and expressions to probe and engage in oral interactions.	The learner uses very few of the targeted vocabulary and expressions to probe and engage in oral interactions.
Ability to maintain correct spoken language patterns (pronunciation, intonation, rhythm and pacing) in oral expression.	The learner maintains correct pronunciation, intonation, rhythm, and pacing at all times in oral expression. Makes successful attempts at using colloquial and idiomatic expressions.	The learner maintains correct pronunciation, intonation, rhythm, and pacing at all times in oral expression. Communication is clear and fluid.	The learner maintains correct pronunciation, intonation, rhythm, and pacing most of the time in oral expression. Makes a few errors at times that may interfere with communication.	The learner maintains correct pronunciation, intonation, rhythm, and pacing on rare occasions in oral expression. Makes many errors most of the time that interfere with communication.
Ability to respond to questions and prompts to show comprehension and engagement in oral interactions.	The learner responds to all questions and prompts to show comprehension and engagement and goes further to give appropriate illustrations and examples.	The learner responds to all questions and prompts to show comprehension and engagement.	The learner responds to some questions and prompts to show comprehension and engagement.	The learner responds to very few questions and prompts to show comprehension and engagement.

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to employ gestures and facial expressions to enhance oral interactions.	The learner employs adequate gestures and facial expressions in oral expressions whenever required. Is sensitive to cultural diversity and adapts non-verbal cues to diverse cultural contexts.	The learner employs adequate gestures and facial expressions to complement oral expressions whenever required.	The learner employs some gestures and facial expressions to complement oral expressions when required. A few gestures and facial expressions used do not rhyme with the intended communication.	The learner employs a few gestures and facial expressions to complement oral expressions when required. Many of the gestures and facial expressions used do not rhyme with the intended communication.
Ability to display a willingness to participate in oral interactions.	The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings. Encourages others to engage in oral interactions.	The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings.	The learner is at times hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.	The learner is mostly hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.

## STRAND 2.0: READING

### THEME 1: GREETINGS AND INTRODUCTION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<b>2.1 Reading Aloud: Fluency</b>  (2 sessions) <ul style="list-style-type: none"> <li>Pronunciation</li> <li>Simple sentences</li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>differentiate words and phrases based on their pronunciation correctly,</li> <li>read simple sentences on basic introductions fluently,</li> <li>develop an interest in reading Arabic texts for enjoyment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>read words and phrases while underlining <i>huruf shamsiyya and huruf qamariyyah</i> from a given display,</li> <li>read short sentences on greetings and introductions fluently,</li> <li>use think-pair-share to read and complete simple sentences,</li> <li>practise reading from a variety of texts at home.</li> </ul>	Why is fluency important?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Self-efficacy: self-awareness Skills are enhanced as the learner practises reading from variety of texts at home.</li> <li>Communication and collaboration: Teamwork skills are enhanced during the think-pair-share activity to read and complete simple sentences in groups.</li> </ul>				
<b>Values:</b> Unity: This is nurtured as the learner strives to achieve a common goal in doing given tasks.				
<b>Pertinent and Contemporary Issues (PCIs):</b> Nationalism: This is promoted as the learner appreciates basic greetings and introductions and applies them to ignite social relations with people in the society.				
<b>Link to other Learning Areas:</b> The learner can relate the concept on greetings and introduction to their learning of polite language in English and Kiswahili.				

<b>THEME 2: FAMILY</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.2 Reading for Comprehension</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Inferring meaning of words</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify target words and phrases in a written text,</li> <li>b) infer meaning of new words in a text,</li> <li>c) appreciate vocabulary building for language acquisition.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work with peers to read simple sentences in a text and circle familiar words and phrases,</li> <li>• pick out vocabulary from a text related to the theme,</li> <li>• build a vocabulary bank on the words identified from the text,</li> <li>• work jointly to infer meaning of words from context,</li> <li>• use the vocabulary acquired to make sentences.</li> </ul>	How can we derive the meaning of a new word in texts?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Self-efficacy:</b> The learner exhibits a self-directed intention to learn when working jointly to infer the meaning of words from context.</li> <li>• <b>Critical thinking and Problem-solving:</b> Evaluation and decision-making skills are enhanced as learners work with peers to read simple sentences in a text and circle familiar words and phrases.</li> </ul>				

**Values:**

Responsibility: This is promoted as the learner engages in assigned duties when building a vocabulary bank on the words identified from the text.

**Pertinent and Contemporary Issues**

Social Cohesion: This is promoted as learners interact with vocabulary related to the theme of family and appreciate the place of the family institution in promoting co-existence.

**Link to other Learning Areas:**

The learner can relate the concept on family to concepts of social organisation as covered in Social Studies.

**THEME 3 : MY SURROUNDING**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0 Reading</b></p>	<p><b>2.3 Reading Aloud: Fluency</b></p> <p><i>(2 sessions)</i></p> <ul style="list-style-type: none"> <li>• <i>Simple sentences</i></li> <li>• <i>Reading speed</i></li> </ul>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) read short and simple sentences fluently,</li> <li>b) use appropriate pace to read simple texts for fluency,</li> <li>c) read texts in Arabic for enjoyment.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• take turns to read aloud short sentences about the market,</li> <li>• team up to conduct a reading speed contest for fluency,</li> <li>• time each other’s reading speed and identify the best reading speed,</li> <li>• discuss the disadvantages of all the other reading speeds and reasons for the selected speed,</li> <li>• discuss the need to keep their surroundings clean</li> </ul>	<p>Why is reading at the right speed important?</p>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Speaking skills are developed as learner teams up to conduct a reading speed contest to enhance fluency.</li> <li>• Self-efficacy: This is enhanced when learners sharpen their mastery of fluency through self-directed tasks when timing each other’s reading speed and identifying the best reading speed.</li> </ul>				

**Values:**

Social Justice: This is promoted as the learner accords each other an equal opportunity to take part in the speed reading contest and gives constructive feedback.

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

Environmental Awareness: This is enhanced as the learner discusses the need to keep the marketplaces in their surroundings clean.

**Link to other Learning Areas:**

The learner can relate the concept of the market as to similar concepts on trade and goods as covered in Pre-Technical Studies.

<b>THEME 4: TIME</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.4 Reading for Comprehension</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Pronunciation</i></li> <li>• <i>Comprehension questions</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) pronounce target words accurately for effective communication,</li> <li>b) respond to questions on a text for comprehension,</li> <li>c) develop an interest in reading Arabic texts.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• identify vocabulary words from a written text,</li> <li>• work together to pronounce the words correctly,</li> <li>• use minimal pairs to practise pronouncing target sounds and letters,</li> <li>• collaborate with peers to respond to direct and inferential questions.</li> </ul>	How can you improve your fluency in reading skills?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Teamwork skill is portrayed as the learner collaborates with peers to respond to direct and inferential questions.</li> <li>• Learning to Learn: This is promoted as the learner builds on their learning experience by using minimal pairs to practise pronouncing target sounds and letters.</li> </ul>				
<b>Values:</b> Unity: This is portrayed as the learner works jointly with peers to identify varied vocabulary from written texts for vocabulary building.				
<b>Pertinent and Contemporary Issues (PCIs):</b> Stress Management: This is promoted as the learners interact with texts on time and appreciate proper management of time as a resource even when carrying out the tasks.				
<b>Link to other Learning Areas:</b> The learner can relate the concept on time to their learning of similar concepts in Mathematics.				

<b>THEME 5 : FUN AND ENJOYMENT</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.5 Reading aloud: Fluency</b>  (2 sessions) <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Intonation</i></li> <li>• <i>Reading speed</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) read target vocabulary in a given text,</li> <li>b) read a short passage with proper intonation and appropriate speed,</li> <li>c) develop an interest in reading Arabic texts fluently.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• read a range of texts aloud about leisure time and answer questions,</li> <li>• isolate new words and search for their meaning</li> <li>• read a given passage while focusing on correct pronunciation of consonants and verbs,</li> <li>• team up to participate in a reading competition for enjoyment and leisure,</li> <li>• assess each other's performance for correct intonation and speed respectably,</li> <li>• discuss how leisure time activities can promote wellness and health</li> </ul>	How does reading speed affect communication?
<p><b>Core Competencies to be developed:</b>            Learning to Learn: This is promoted as the learner engages in self-initiated collective learning when peer assessing each other's performance for correct intonation and speed.</p>				

**Values:**

Respect: This is nurtured as the learner appreciates the effort of peers and gives genuine feedback when peer assessing each other's performance for correct intonation and speed.

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

Health Promotion Issues (Mental Health): This is promoted as the learners interact with texts and discuss the place of leisure time and activities in promotion of wellness and health.

**Link to other Learning Areas:**

The learner can relate the concept of fluency through intonation and speed to their learning of similar concepts in English and Kiswahili.

<b>THEME 6: FOOD AND DRINKS</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.6 Reading for Information</b>  (2 sessions)  <ul style="list-style-type: none"> <li>Paraphrasing ideas</li> </ul>	By the end of the sub-strand the learner should be able to: a) identify locations where various foods are bought, b) summarise ideas presented in a written text for comprehension, c) read Arabic texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> <li>team up with peers to identify locations where foods and drinks are found,</li> <li>read a simple paragraph related to the theme,</li> <li>work jointly to summarise key ideas from a written text,</li> <li>derive meaning of vocabulary identified from the paragraph,</li> <li>collaborate to match vocabulary to its meaning,</li> <li>read level-appropriate text independently during free time.</li> </ul>	How can you paraphrase a long text without losing out on key ideas?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and Collaboration: Team building is promoted as the learner engages actively with peers to match vocabulary to its meaning.</li> <li>Self-efficacy: The learner develops a self-driven attitude to learn when they read level-appropriate text independently during free time.</li> </ul>				

**Values:**

Unity: This is nurtured as the learner cooperates with peers to summarise key ideas from a written text.

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

Lifestyle Diseases: This is addressed as the learner interacts with information about foods and drinks and appreciates the need for healthy eating to avoid some diseases.

**Link to other Learning Areas:**

The learner can relate the concept on foods and drinks to similar concepts in Agriculture.

<b>THEME 7: FOOD AND DRINKS</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.7 Reading Aloud: Fluency</b> <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Adjectives (descriptive words)</i></li> <li>• <i>Pronunciation</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify descriptive words from a text for comprehension,</li> <li>b) read a passage related to the theme using correct pronunciation for fluency,</li> <li>c) acknowledge the need for correct pronunciation for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• read short passages aloud on physical appearance and answer questions,</li> <li>• work jointly to pick out descriptive words from the text,</li> <li>• describe the physical appearance of people through picture reading from a digital device,</li> <li>• team up to conduct a reader's theatre to read a passage using correct pronunciation,</li> <li>• organise a language reading club for future use.</li> </ul>	Why is reading fluently important?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: This is enhanced as the learner sharpens their group interaction skills when conducting a reader's theatre to read a passage using correct pronunciation</li> <li>• Self-efficacy: This is promoted as the learner appreciates self-driven initiatives by organising a language reading club for future use.</li> </ul>				

**Values:**

Respect: This is nurtured as the learner uses language without bias and with positive regard for others when describing the physical appearance of people through picture reading from a digital device.

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

Social Cohesion: This is promoted as the learner organises with peers to start a reading club thus promoting coexistence and constructive relationships amongst themselves.

**Link to other Learning Areas:**

The learner can relate the concept of description of people to their learning of adjectives in English and Kiswahili.

<b>THEME 8: WEATHER AND ENVIRONMENT</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.8 Reading for Comprehension</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Comprehension questions</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the various clothing used for different weather seasons,</li> <li>b) respond to questions based on the theme for comprehension,</li> <li>c) advocate for reading Arabic texts for enjoyment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• practise reading short passages on seasons from digital devices or any other reading materials with appropriate speed,</li> <li>• identify clothing used at different weather seasons,</li> <li>• organise the information on a chart for comprehension,</li> <li>• collaborate to answer questions on the text read,</li> <li>• memorise and recite poems about the weather.</li> </ul>	<ol style="list-style-type: none"> <li>1. How does change of seasons affect our daily activities?</li> <li>2. Why are comprehension questions important?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to Learn: Independent learning is developed as the learner is motivated to memorise and recite poems about weather.</li> <li>• Critical thinking and Problem-solving: This is promoted as the learner evaluates concepts and ideas in order to answer questions on the text read.</li> </ul>				

**Values:**

Unity: This is displayed as the learner cooperates with peers to practise reading short passages on seasons from digital devices or any other reading materials with appropriate speed.

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

Climate Change (weather): This is addressed as the learner appreciates weather changes and their impact on human lifestyle and dressing.

**Link to other Learning Areas:**

The learner can relate the concept on weather and environment to their learning in Integrated Science.

<b>THEME 9: GETTING AROUND</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.9 Extensive Reading: Library Skills</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Selecting texts</i></li> <li>• <i>Tracking reading progress</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) select a reading text from a collection of materials,</li> <li>b) track the reading progress for self-assessment,</li> <li>c) develop a positive attitude towards reading.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• team up to discuss issues to consider when selecting a reading text from a collection of materials,</li> <li>• read a text aloud on locating places and the locality and talk about it,</li> <li>• participate in reading circles by reading varied texts related to the theme,</li> <li>• work jointly to prepare a vocabulary bank on words identified from the texts related to the theme,</li> <li>• prepare a reading log to track the reading progress for self-assessment.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we easily and safely locate places in our environment?</li> <li>2. Why should we keep a record of texts read?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> This is promoted as the learner expresses their ideas confidently when discussing issues to consider when selecting a reading text from a collection of materials</li> <li>• <b>Self-efficacy:</b> This is promoted as the learner embraces personal assessment skills when preparing a reading log to track the reading progress.</li> </ul>				

**Values:**

Unity: This is promoted as the learner displays a team spirit when participating in reading circles with peers by reading varied texts related to the theme.

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

Safety and security: This is promoted as the learner interacts with information from texts on locating places in their locality easily and safely.

**Link to Other Learning Areas:**

The learner can relate the concept of locating places in their locality to their learning of map work in Social Studies.

**SUGGESTED ASSESSMENT RUBRICS FOR THE STRAND: READING**

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to pronounce words in contexts for accuracy in reading.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meanings. Makes no errors of pronunciation even for text on unfamiliar topics.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meanings.	The learner maintains accurate pronunciation of words in simple texts on familiar topics. Errors may hamper.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meanings.
Ability to read with fluency (smoothness, pace, pauses, and intonation).	The learner reads simple text with a natural and smooth flow and at an appropriate pace through most of the text. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes no errors at all even in texts on unfamiliar topics.	The learner reads simple text with a natural and smooth flow and at an appropriate pace through most of the text. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors at in texts on unfamiliar topics and auto-corrects self in the few errors made.	The learner reads simple text with a natural and smooth flow and at an appropriate pace through most of the text. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes errors in texts on unfamiliar topics and auto-corrects self.	The learner reads simple texts with a stilted and choppy flow through most of the texts. Pays attention to very few punctuations as pauses and intonation are misplaced.

## STRAND 3.0: WRITING

### THEME 1: GREETINGS AND INTRODUCTION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.1 Guided Writing: Handwriting</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Neatness and legibility</i></li> <li>• <i>Simple sentences</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) write target words neatly and legibly,</li> <li>b) use vocabulary to make sentences on the introduction of friends for comprehension,</li> <li>c) develop an interest in writing Arabic.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a recording of greetings and introductions among people,</li> <li>• write the specific greetings mentioned in the recording,</li> <li>• work jointly to list common names of friends on flashcards,</li> <li>• identify vocabulary on greetings and introduction,</li> <li>• work jointly to construct simple sentences on greetings and introductions using the vocabulary identified,</li> <li>• share their sentences with peers for review.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is greeting important?</li> <li>2. How can we ensure we write texts neatly and legibly?</li> </ol>

**Core Competencies to be developed:**

Critical thinking and Problem-solving: Analysing skills are developed as the learner peer reviews others' sentences for neatness and legibility.

**Values:**

Unity: This is nurtured as the learner cooperates with others to put their ideas together when creating a list of common names of friends on flashcards.

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

Cultural Awareness: This is promoted as the learners work together to identify common greetings and ways of introduction in the Arabic language.

**Link to other Learning Areas:**

The learner can relate the concept of greetings and introduction with similar concepts in English and Kiswahili.

<b>THEME 2: FAMILY</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.2 Guided Writing: Spelling</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Spelling</i></li> <li>• <i>Neatness and legibility</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) list different professions using correct spelling,</li> <li>b) use acquired vocabulary to make sentences neatly and legibly,</li> <li>c) appreciate neat and legible handwriting for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work jointly to list various professions on charts for display,</li> <li>• share their charts with peers for review on spelling,</li> <li>• work jointly to fill word puzzles on the various professions,</li> <li>• write sentences using the acquired vocabulary on the theme neatly and legibly,</li> <li>• reorganise jumbled up words to form meaningful sentences using correct spelling,</li> <li>• peer assess each other's work for correct spelling, neatness, and legibility.</li> </ul>	How can you ensure the correct spelling of words when writing?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical thinking and Problem-solving: The learner explores a range of possible solutions and spelling when working jointly to fill word puzzles on the various professions.</li> </ul>				

**Values:**

Responsibility: This is promoted as the learner presents their work for constructive feedback when sharing their charts with peers for review on spelling.

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

Citizenship: This is promoted as the learner works with peers to ensure collective responsibility for the improvement of writing skills through correct spelling.

**Link to other Learning Areas:**

The learner can relate the concept of family to similar concepts covered in the institution of the community in Religious Education.

<b>THEME 3: MY SURROUNDING</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.3 Guided Writing: Paragraph Writing</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Forming simple paragraphs</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify places where things are bought for comprehension,</li> <li>construct a simple paragraph using acquired vocabulary for effective communication,</li> <li>appreciate writing as a skill for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work jointly to identify various places where foods and drinks are bought,</li> <li>• collaborate with peers to build a collection of vocabulary based on the theme,</li> <li>• work with peers to match names of places and food that are bought at the respective places,</li> <li>• fill in a broken paragraph with correct vocabulary,</li> <li>• study a picture display about a market and write a paragraph using acquired vocabulary.</li> </ul>	How is writing paragraphs in Arabic different from English?
<b>Core Competencies to be developed:</b> Creativity and Imagination: Self-expression is developed as the learner studies a picture display about a market and writes a paragraph using acquired vocabulary.				

**Values:**

Responsibility: This is enhanced as the learner takes up assigned roles when working with peers to build a collection of vocabulary based on the theme.

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

Environmental Awareness: This is promoted as the learner identifies with places in their surrounding locality or community where foods are bought.

**Link to other Learning Areas:**

The learner can relate the concept of the market and activities run there to their learning of trade concepts in Pre-Technical Studies.

<b>THEME 4: TIME</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.4 Guided Writing: Sequencing Ideas</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Coherence</i></li> <li>• <i>Paragraph writing</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) list the festivals and holidays celebrated at different times of the year for information,</li> <li>b) organise ideas to form a coherent paragraph,</li> <li>c) appreciate the need for logic and coherence in writing for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a recording of festivals and holidays celebrated at different times of the year,</li> <li>• make a list of the festivals and holidays mentioned in the recording,</li> <li>• collaborate with peers to prepare a record of festivals in the calendar,</li> <li>• work jointly to reorder jumbled-up sentences to form a coherent paragraph related to the theme,</li> <li>• peer review each other's paragraphs for constructive feedback.</li> </ul>	How can we present ideas in a paragraph in the correct sequence?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Learning to Learn:</b> The learner is able to nurture collective learning skills as they peer review each other's paragraphs for constructive feedback</li> <li>• <b>Digital Literacy:</b> This is promoted as the learner interacts with digital content from recordings to pick out festivals and holidays for information.</li> </ul>				

**Values:**

Social Justice: This is developed as the learner accords each one an equal opportunity to give their views during peer review of paragraphs.

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

Cultural Awareness: This is promoted as the learner is exposed to information on various festivals and holidays celebrated or marked in the Arabic calendar of events and culture.

**Link to other Learning Areas:**

The learner can relate the concept of important festivals and holidays to their learning of similar concepts in Religious education.

<b>THEME 5: FUN AND ENJOYMENT</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.5 Guided Writing: Imaginative Writing</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Features of a composition</i></li> <li>• <i>Composing an imaginative composition</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify features of imaginative writing for information,</li> <li>b) create a short personal and imaginative text to express ideas on the theme,</li> <li>c) appreciate different creative Arabic writing styles.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work jointly to research the features of imaginative writing from print and non-print sources,</li> <li>• collaborate with peers to organise ideas on the theme using mind maps,</li> <li>• write an imaginative composition on the theme using the organised ideas,</li> <li>• share their compositions with peers for review,</li> <li>• publish the best compositions in the school or public magazine.</li> </ul>	How can you develop a creative text?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical thinking and Problem-solving: Research skills are developed as the learner collaborates with peers to explore information on features of imaginative compositions from print and non-print sources.</li> <li>• Self-efficacy: This is enhanced as the learner embraces public expression skills when publishing the best compositions in the school or public magazine.</li> </ul>				

**Values:**

Love: This is promoted as the learner exhibits a caring attitude when giving constructive feedback to peers on their work during the peer review.

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

Self-management (Time management): This is promoted as the learner establishes ways of using their time constructively for fun and enjoyment and using this information when writing the compositions.

**Link to other Learning Areas:**

The learner can relate the concept of imaginative compositions to their learning of creative writing texts in English.

**THEME 6: FOOD AND DRINKS**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	<p><b>3.6 Mechanics of Writing: Punctuation</b></p> <p>(2 sessions)</p> <ul style="list-style-type: none"> <li>Punctuation marks</li> </ul>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify punctuation marks used in writing Arabic texts,</li> <li>use appropriate punctuation marks to write a paragraph for effective communication</li> <li>appreciate the role of punctuation marks in writing for effective communication.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>work jointly to identify punctuation marks used in writing texts in the Arabic language,</li> <li>draw the punctuation marks on charts and display them in class,</li> <li>work jointly to match punctuation marks to their uses,</li> <li>practise writing simple sentences on shopping for food and drinks using correct punctuation,</li> <li>collaborate to punctuate a paragraph appropriately,</li> <li>organise their well-punctuated paragraphs in the class portfolio.</li> </ul>	<ol style="list-style-type: none"> <li>Why do we go shopping?</li> <li>How do punctuation marks contribute to meaning in texts?</li> </ol>

**Core Competencies to be developed:**

- Critical thinking and Problem-solving: This is developed as the learner analyses concepts keenly to identify how best to punctuate a paragraph.
- Learning to Learn: This is nurtured as the learner builds on their learning experiences through a self-directed assessment when organising their well-punctuated paragraphs in the class portfolio.

**Values:**

Unity: This is enhanced as the learner displays a team spirit while working jointly to identify punctuation marks used in the Arabic language.

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

Healthy Living (foods and drinks): This is promoted as the learner interacts with vocabulary on foods and drinks for healthy living.

**Link to other Learning Areas:**

The learner can relate the concept of shopping for foods and drinks to similar concepts in Agriculture.

<b>THEME 7: MY BODY</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.7 Guided Writing : Poetry</b>  (2 sessions)  <ul style="list-style-type: none"> <li>• <i>Distinct features of a poem</i></li> <li>• <i>Simple poem</i></li> </ul>	By the end of the sub-strand, the learner should be able to: a) distinguish a poem from a prose text for information, b) compose a poem related to the theme using acquired vocabulary, c) develop an interest in artistic expression through writing.	The learner is guided to: <ul style="list-style-type: none"> <li>• work with peers to search for simple poems from print and non-print sources,</li> <li>• work jointly to pick out unique features that differentiate a poem from a prose narrative,</li> <li>• work jointly to compose a poem describing themselves using vocabulary identified,</li> <li>• recite the poem to peers for review,</li> <li>• stage their poems and make recordings during the inter-class contests,</li> <li>• organise the recorded performances in the class digital portfolio.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we keep our bodies healthy?</li> <li>2. How do poems differ from prose texts?</li> </ol>
<b>Core Competencies to be developed:</b> Critical thinking and Problem-solving: Research skills are developed as the learner collects information when searching for varied simple poems from print and non-print sources.				

**Values:**

Unity: This is promoted as the learner cooperates with peers to achieve a common goal when staging their poems and making recordings during the inter-class contests.

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

Health Promotion (Hygiene Practises): This is promoted as the learner interacts with poems that promote healthy practises in taking care of our bodies.

**Link to other Learning Areas:**

The learner can relate the concept of care for the human body to their learning of the Human body in Integrated Science.

<b>THEME 8: WEATHER AND ENVIRONMENT</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.8 Guided Writing: Paragraph Writing</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Vocabulary building</i></li> <li>• <i>Simple paragraphs</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline vocabulary related to the theme correctly,</li> <li>b) use acquired vocabulary to write a paragraph,</li> <li>c) appreciate the skill of writing for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a recording related to the theme,</li> <li>• write vocabulary related to clothes people wear in different seasons on flashcards and organise them in the class portfolio,</li> <li>• collaborate with peers to look up the meaning of vocabulary from print and digital sources,</li> <li>• work jointly to compose a paragraph using the acquired vocabulary,</li> <li>• peer assess each other's paragraphs for neatness and legibility.</li> </ul>	<ol style="list-style-type: none"> <li>1. What type of clothes do people wear in different seasons?</li> <li>2. How can we assess paragraphs to establish their correctness in structure?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Creativity and Imagination: Self-expression is enhanced as the learner works jointly to compose a paragraph using the acquired vocabulary.</li> <li>• Self-efficacy: Self-awareness is nurtured as the learner is made aware of their ability and areas of growth through peer assessment of each other's paragraph for neatness and legibility.</li> </ul>				

**Values:**

Responsibility: This is nurtured as the learner collaborates with peers to look up the meaning of vocabulary from print and digital sources

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

Climate Change (weather): This is addressed as the learners appreciate the weather and different ways of dressing for the varied weather times.

**Link to other Learning Areas:**

The learner can relate the concept of weather and dressing styles to their learning in Agriculture.

<b>THEME 9: GETTING AROUND</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.9 Guided Writing: Paragraph Writing</b>  <i>(2 sessions)</i> <ul style="list-style-type: none"> <li>• <i>Key ideas</i></li> <li>• <i>Coherence in paragraphs</i></li> <li>• <i>Neatness and legibility</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline ideas related to the theme logically in writing,</li> <li>b) construct a simple coherent paragraph neatly and legibly,</li> <li>c) develop a positive attitude towards writing Arabic.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• work jointly to make notes on the direction of a facility in the neighbourhood,</li> <li>• write the sentences on sentence strips,</li> <li>• team up with peers to play a language game involving competing in reorganising the sentence strips to form a coherent paragraph,</li> <li>• write a simple paragraph on facilities within the locality with well-sequenced ideas,</li> <li>• practise copying paragraphs legibly and correctly during free time.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we take care of facilities in the locality?</li> <li>2. Why is coherence a key aspect of paragraph writing?</li> </ol>
<b>Core Competencies to be developed:</b> Communication and Collaboration: Writing skills are nurtured as the learner orders their ideas in writing to create a coherent and legible paragraph.				

**Values:**

Social Justice: This is promoted as the learner accords peers equal opportunities when competing in reorganising sentence strips to form a coherent paragraph.

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

Environmental Awareness (infrastructural facilities): This is promoted as the learner appreciates facilities in the locality as they interact with vocabulary based on the theme.

**Link to other Learning Areas:**

The learner can relate the concept of infrastructural facilities in the locality to their learning of mapping in Social Studies.

## ASSESSMENT RUBRICS FOR THE STRAND: WRITING

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to write clear and readable texts.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through. The text looks like a typed Microsoft Office Word document.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through.	The learner writes readable texts paying attention to neatness in most parts of the text. Letters in most of the words are correctly spaced and sized within the lines. Some abnormal spacing of words within sentences is visible.	The learner writes texts that are not easily readable. Neatness is not maintained all through. Letters in most of the words are incorrectly spaced and sized within the lines. Frequent abnormal spacing of words within sentences is visible.
Ability to write texts using correct language structures and vocabulary.	The learner writes simple texts while maintaining spelling and grammatical accuracy all through. Sentence structures are correct all the time while using vocabulary appropriate to the context.	The learner writes simple texts while maintaining spelling and grammatical accuracy all through. Sentence structures are correct all the time while using adequate vocabulary appropriate to the context.	The learner writes simple texts while maintaining spelling and grammatical accuracy in most parts of the texts. Sentence structures are correct most of the time. Uses limited vocabulary appropriate to the context.	The learner writes simple texts but is unable to maintain spelling and grammatical accuracy all through. Sentence structures are incorrect most of the time. Uses very limited vocabulary appropriate to the context.

## APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE-LEARNING PROJECT

### Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service. This enables learners to reflect on, experience, and learn from the community. The CSL activity is incorporated as a strand within Social Studies. The Social Studies teacher will be responsible for coordinating with teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one** common integrated class CSL activity following a 6-step milestone approach that is:

<b>Milestone</b>	<b>Description</b>
Milestone 1	<b>Problem Identification</b> Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.
Milestone 3	<b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention, and set timelines for execution
Milestone 4	<b>Implementation</b> The learners execute the project and keep evidence of work done.

Milestone 5	<p>Showcasing /Exhibition and Report Writing</p> <p>Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p><b>Reflection</b></p> <p>Learners review all project work to learn from the challenges faced.</p> <p>They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen the learning of the academic concepts.</p>

### **Assessment of CSL integrated Activity**

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and the end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed, and values nurtured.

**APPENDIX 2: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES**

<b>Strand</b>	<b>Suggested learning resources</b>	<b>Suggested assessment methods</b>	<b>Non-formal activities</b>
<b>1.0 Listening and Speaking.</b>	<ul style="list-style-type: none"> <li>● Flashcards.</li> <li>● Pictures.</li> <li>● Images.</li> <li>● Drawings.</li> <li>● Audio and video recordings.</li> <li>● Internet.</li> <li>● Course books.</li> <li>● DVD players.</li> <li>● Listening texts.</li> <li>● TV.</li> <li>● Charts.</li> <li>● Projectors.</li> <li>● Laptops.</li> <li>● Radio.</li> <li>● Magazines.</li> </ul>	<ul style="list-style-type: none"> <li>● Role-play.</li> <li>● Discussions.</li> <li>● Observations.</li> <li>● Projects.</li> <li>● Learning logs.</li> <li>● Quizzes.</li> <li>● Portfolios.</li> <li>● Multiple choices.</li> <li>● Exit or Admit stamps.</li> <li>● Total Physical Response.</li> <li>● Peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● Kenya Music Festival.</li> <li>● Arabic language Clubs.</li> <li>● Tandem (face-to-face or electronic) and intercultural learning.</li> <li>● School Open Days.</li> <li>● Exchange Programs.</li> <li>● Language Days.</li> <li>● Inter-House Competitions.</li> <li>● Inter-Class Competitions.</li> <li>● Inter-School Contests.</li> </ul>
<b>2.0 Reading.</b>	<ul style="list-style-type: none"> <li>● Reading texts.</li> <li>● Flashcards.</li> <li>● Pictures.</li> <li>● Images.</li> <li>● Drawings.</li> <li>● Poems.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading aloud.</li> <li>● Discussions.</li> <li>● Observations.</li> <li>● Quizzes.</li> <li>● Portfolio.</li> <li>● Reading for fluency.</li> </ul>	<ul style="list-style-type: none"> <li>● School Open Days.</li> <li>● Kenya Music Festival.</li> <li>● Arabic language Clubs.</li> <li>● Exchange Programs.</li> <li>● Tandem (face-to-face or electronic) and intercultural</li> </ul>

	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>● Role-play.</li> <li>● Learning logs.</li> <li>● Exit or Admit stamps.</li> <li>● Peer assessment.</li> <li>● Checklists.</li> </ul>	<p>learning.</p> <ul style="list-style-type: none"> <li>● Language Days.</li> <li>● Inter-House Competitions.</li> <li>● Inter-Class Competitions.</li> <li>● Inter-School Contests.</li> </ul>
<b>3.0 Writing.</b>	<ul style="list-style-type: none"> <li>● Audio and video recordings.</li> <li>● Internet.</li> <li>● Charts.</li> <li>● Posters.</li> <li>● Crossword puzzles.</li> <li>● Pictures.</li> <li>● Drawings.</li> <li>● Magazines.</li> <li>● Photographs.</li> <li>● Newspapers.</li> <li>● Flashcards.</li> <li>● Illustrations.</li> <li>● Journals.</li> <li>● Recording devices.</li> <li>● Menus.</li> <li>● Brochures.</li> <li>● Resource person.</li> </ul>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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>

<p><b>4.0 Language structures.</b></p>	<ul style="list-style-type: none"> <li>● Libraries.</li> <li>● Projectors.</li> <li>● Course books.</li> <li>● Internet.</li> <li>● Charts.</li> <li>● Pictures.</li> <li>● Drawings.</li> <li>● Illustrations.</li> <li>● Newspapers.</li> <li>● Maps.</li> <li>● Chalkboard.</li> </ul>	<ul style="list-style-type: none"> <li>● Observations.</li> <li>● Writing texts.</li> <li>● Construction of sentences.</li> <li>● Designing games.</li> <li>● Discussions.</li> <li>● Role-play.</li> <li>● Checklists.</li> <li>● Quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>● Arabic language Clubs.</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>● Exchange Programs.</li> <li>● Inter-House Competitions.</li> <li>● Inter-Class Competitions.</li> <li>● Inter-School Contests.</li> </ul>
--	---	--	---