KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

ARABIC

GRADE 9

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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 Constitution of Kenya 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, 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, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 9 curriculum designs build on competencies attained by learners at the end of Grade 8. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior 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 9 is the final grade in Junior School in the reformed education structure.

The reviewed Grade 9 curriculum furthers implementation of the CBC from Grade 8 in Junior School. Grade 9 curriculum furthers implementation of the CBC from Grade 7. 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 9 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 designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 9 and prepare them for smooth transition to Senior School. 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 and review 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, that responds to the demands of the 21st 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 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 9 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 9 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 at Grade 9 and preparation of learners for transition to Senior School.

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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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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. Education's paramount duty is to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect that enable them to live together in harmony and foster patriotism in order 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 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 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 required to support a growing economy. Kenya is building up a modern and independent economy that 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, especially in the developed world. We can only be part of this development if our education system focuses 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 personalities. 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 grow into self-disciplined, self-reliant, and integrated citizens.

5. **Promote social equality and responsibility.**
   Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities. 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 in this international community with all the obligations, 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.

LESSON ALLOCATION

S/No	Learning Area	Number of Lessons Per Week (40 Minutes Per Lesson)
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 and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1*
Total		**40 +1***

LEVEL LEARNING OUTCOMES FOR JUNIOR SCHOOL

By end of Junior School, the learner should be able to:
a) apply literacy, numeracy and logical thinking skills for appropriate self-expression,
b) communicate effectively, verbally and non-verbally, in diverse contexts,
c) demonstrate social skills, spiritual and moral values for peaceful co-existence,
d) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
e) practise relevant hygiene, sanitation and nutrition skills to promote health,
f) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
g) appreciate the country's rich and diverse cultural heritage for harmonious co-existence,
h) manage Pertinent and Contemporary Issues (PCIS) in society effectively,
i) apply digital literacy skills for communication and learning.

ESSENCE STATEMENT
Kenya is part of the international community and therefore the learners shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in the curriculum. This will give the learner an opportunity to acquire language competencies in an experiential, innovative and flexible ways. Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning of these languages will promote international consciousness and appreciation of one's own and others' cultures. The learner will transit to Senior School having acquired basic proficiency equivalent to A1/YCT2.

GENERAL LEARNING OUTCOMES FOR ARABIC LANGUAGE

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

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

SUMMARY OF STRANDS AND SUBSTRANDS

Strands	Sub Strands	Suggested Number of Lessons
LISTENING AND SPEAKING	Interactive Speaking	6
	Listening for information	4
	Active Speaking	2
	Oral expression	4
	Active Listening	2
READING	Guided Reading: Reading Fluency	6
	Guided Reading: Reading Aloud	2
	Guided Reading: Reading Comprehension	2
	Reading for information	6
	Extensive Reading- Library skills	2
WRITING	Guided Writing: Paragraph Writing	2
	Guided Writing: Handwriting	4
	Guided Writing	6
	Guided Writing: Imaginative Composition	2
	Guided Writing: Summary Writing	2
	Guided Writing: Poetry	2
Total		18
Showcasing of skills and concepts (Exhibition)		6
Total Number of Lessons		**60**

Note: The suggested number of lessons per sub strand may be more or less 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)**
1.0 Listening and Speaking	**1.1 Interactive Speaking** *(2 sessions)* • *Greetings in formal contexts* • *Non-verbal cues*	By the end of the sub strand, the learner should be able to: a) identify basic greetings in formal contexts, b) apply non-verbal cues that show active listening for effective communication, c) appreciate the need for active listening for effective communication.	The learner is guided to: • listen to a conversation on greetings in formal situations, • pick out words and phrases used to express greetings in formal contexts e.g. *(assalamu alaykum, sabahal khayr, masala khayr, maa ismuka?, keyfa haaluka?" anaa masruurun biliqaika. shukran)* • respond to formal greetings while applying non-verbal cues *(i.e. facing the speaker, maintaining eye contact, gestures and facial expressions),* • work jointly to role play formal greetings in formal settings using non-verbal cues, • practice using polite language in a conversation using words *(i.e. May I*	Why should we use polite language when interacting with others?

			…, can I borrow your pen please?, *"Sorry", "Excuse me please?")*	

Core competencies to be developed:
Communication and collaboration: This is developed as learner speaks engagingly when responding to formal greetings while applying non-verbal cues.

Values:
Love: This is portrayed as learner portrays a caring attitude when working jointly to role play formal greetings in formal settings using non-verbal cues.

Pertinent and Contemporary Issues (PCIs):
Social cohesion: This is enhanced as learner practices using polite language in a conversation to enhance unity and respect for others in the society.

Link to Other Learning Areas:
The learner is able to relate this concept of greetings to similar concepts on polite language in English.

THEME 2 : FAMILY				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.2 Listening for Information** **(2 sessions)** • *Vocabulary building* • *Paraphrasing key ideas*	By the end of the sub strand, the learner should be able to: a) identify members of the extended family from an oral text for information, b) paraphrase key ideas from an oral text for information, c) appreciate the roles of extended family members.	The learner is guided to: • listen to an audio recording based on the family, • work with peers to pick out names of nuclear and extended family members from the recording, • team up to paraphrase key ideas on nuclear and extended family members from an oral text, • role play the various members of the nuclear and extended family with peers.	Why should we listen attentively?
Core competencies to be developed: • Communication and collaboration: This is developed as the learner engages actively with peers to paraphrase key ideas on extended family members from an oral text. • Self-efficacy: This is enhanced as the learner shows personal presentation skills when roleplaying the various members of the extended family with peers.				
Values: Integrity: This is developed as a learner displays transparency while answering simple questions on family members.				

Pertinent and Contemporary Issues (PCIs):
Gender appreciation: This is addressed as learners demonstrate harmonious coexistence with the other gender both in school and at home.

Link to Other Learning Areas:
The learner is able to relate this concept about family to similar concepts covered in Social Studies.

<table>
<tr><td colspan="5" align="center">THEME 3: MY SURROUNDING</td></tr>
<tr>
<td>Strand</td>
<td>Sub Strand</td>
<td>Specific Learning Outcomes</td>
<td>Suggested Learning Experiences</td>
<td>Suggested Key Inquiry Question(s)</td>
</tr>
<tr>
<td>1.0 Listening and Speaking</td>
<td>1.3 Active Listening

(2 sessions)

• Vocabulary building
• Description (adjectives-size and colour)</td>
<td>By the end of the sub strand, the learner should be able to:
a) identify animals (pets, farm and wild animals) for information,
b) describe animals based on their size and colour,
c) acknowledge the role that animals play in the environment.</td>
<td>The learner is guided to:
● watch an audio-visual recording about animals and birds,
● work jointly to identify the animals and birds from the recording,
● list the vocabulary on flashcards and organise in a class portfolio,
● collaborate with peers to describe the animals based on their colour and size,
● team up with peers to prepare a mosaic of a farm animal of choice,
● display the mosaic during the art exhibition and interclass contests.</td>
<td>What are the strategies of active listening?</td>
</tr>
<tr>
<td colspan="5">Core competencies to be developed:
• Communication and collaboration: This is developed as the learner engages actively to work jointly to identify the animals and birds from the recording.
• Self-efficacy: This is portrayed as the learner shows defining personal skills when describing the animals based on their colour and size.</td>
</tr>
<tr>
<td colspan="5">Values:
Respect: This is nurtured as the learner appreciates diverse opinions while describing the animals based on their colour and size.</td>
</tr>
</table>

Pertinent and Contemporary Issues (PCIs):
Animal welfare: This is promoted as the learner identifies and describes various animals found in their locality.

Link to Other Learning Areas:
The learner is able to relate this concept about animals and birds to similar concepts as covered in Agriculture and Nutrition.

THEME 4:TIME				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.4 Oral Expression** **(2 sessions)** • *Sequencing ideas* • *Non-verbal cues*	By the end of the sub strand, the learner should be able to: a) outline activities carried out on a daily basis at home in their order of sequence, b) apply non-verbal cues to make a presentation on daily routines at home, c) appreciate the need for confidence and clarity in oral expression for lifelong learning.	The learner is guided to: • observe their daily routine and make entries in a diary, • organise the activities carried out in a day in order of sequence, • work jointly to make a presentation of daily home routines while using appropriate non-verbal cues, • peer assess each other's use of non-verbal cues for constructive feedback.	1. Why is it important to keep a routine? 2. How do non-verbal cues support oral communication?

Core competencies to be developed:
- Learning to learn: This is enhanced as the learner builds on their own learning experiences by observing their daily routine and makes entries in a diary.
- Self-efficacy: This is promoted as the learner shows defining personal skills when peer assessing each other's use of non-verbal cues for constructive feedback.

Values:
Respect: This is enhanced as the learner shows positive regard for self and others while working to make a presentation of daily home routines while using appropriate non-verbal cues.

Pertinent and Contemporary Issues (PCIs):
Citizenship: This is promoted as the learner interacts with information building on time management skills when talking about telling time.

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

THEME 5: FUN AND ENJOYMENT				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**

1.0 Listening and Speaking	**1.5 Interactive Speaking**
	
	(2 sessions)
	
	• *Vocabulary building*
	• *Expressing intention- I will…, I plan to…*
		By the end of the Sub Strand, the learner should be able to:
		a) name fun activities that can be enjoyed at specific times,
		b) use target words to express intention of taking part in an action,
		c) appreciate interacting and speaking for effective communication.
			The learner is guided to:
			• listen attentively to an audio presentation about making plans and setting appointments,
			• identify various fun activities one may enjoy and set plans for,
			• role-play a dialogue about making plans and appointments using target words *e.g.*
			   - *"Are you available next week?";*
			   - *Are you free on the 20th?*
			   - *"I am sorry I won't be able to see the doctor today,*
			   - *can you please book me for tomorrow at 09:30?"*
				How does interacting with others help in language acquisition?

Core competencies to be developed: • Digital Literacy: This is enhanced as the learner interacts with digital content when listening attentively to an audio presentation about making plans and setting appointments.				

• Citizenship: This is promoted as the learner engages in constructive dialogue when identifying various fun activities one may enjoy and set plans for.
Values: Respect: This is promoted as the learner shows positive regard for self and others while role-playing a dialogue about making plans and appointments.
Pertinent and Contemporary Issues (PCIs): Children's rights and responsibilities: This is addressed as the learner practices making plans and appointment to save time.
Link to Other Learning Areas: The learner is able to relate the concept on activities for fun and enjoyment to their learning of leisure time in Religious Studies.

THEME 6: FOOD AND DRINKS				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.6 Oral Expression** *(2 sessions)* • *Polite language (etiquette)* • *Vocabulary building*	By the end of the Sub Strand, the learner should be able to: a) identify a range of words used to express etiquette, b) apply polite language in a conversation for effective communication, c) develop interest in using polite language in communication for co-existence.	The learner is guided to: • team up to identify a range of words used to express etiquette in the restaurant, • list the etiquette words on charts and display on the language corner, • use appropriate pronunciation and intonation in make sentences using the target words, • identify particles (harf) from given sentences and pronounce them correctly • work jointly to role play a restaurant setting to apply polite language and etiquette.	How do you identify harf (particles) in a sentence?
Core competencies to be developed: • Communication and collaboration: The learners actively participate in identifying a range of words used to express etiquette in the restaurant.				

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• Critical Thinking and problem solving: This is enhanced as the learner explores views when using appropriate pronunciation and intonation in make sentences using the target words.
Values: Peace: This is promoted as the learner work peacefully with others when roleplaying a restaurant setting to apply polite language and etiquette.
Pertinent and Contemporary Issues (PCIs): Social cohesion: This is promoted as the learner interacts with various polite words for etiquette to promote co-existence.
Link to Other Learning Areas: The learner is able to relate the concept on polite language as covered in English.

THEME 7: MY BODY				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.7 Listening for Information** *(2 sessions)* • *Vocabulary building*	By the end of the sub strand, the learner should be able to: a) identify the various states of health for information, b) describe the various states of health from an oral text, c) develop interest in listening to oral Arabic texts for enjoyment.	The learner is guided to: • listen to an audio recording on states of health e.g. sick, tired, unwell, satisfied, energetic, • work jointly to identify the various vocabulary from the audio recording, • listen and pronounce particles (harf) correctly, • team up to dramatize a short play on visiting the doctor, • ask and answer questions using the correct pronunciation and intonation, • describe the various states of health presented in the role play.	What do you consider when listening for information?
Core competencies to be developed: • Digital Literacy: This is promoted as the learner interacts with digital content when listening to an audio recording on states of health e.g. sick, tired, unwell, satisfied, and energetic. • Self-efficacy: This is enhanced as the learner shows concerted attention when asking and answering questions using correct pronunciation and intonation to express feelings and emotions.				
Values: Respect: This is promoted as the learner shows positive regard for self and others while working with peers.				

Pertinent and Contemporary Issues (PCIs):
Health promotion: This is promoted as the learner interacts with information on parts of the body and expresses the state of the body.

Link to Other Learning Areas:
The learner is able to relate the concept enhances understanding about health issues as covered in integrated science.

THEME 8: WEATHER AND ENVIRONMENT				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.8 Active Listening** *(2 sessions)* • *Summarising key ideas*	By the end of the sub strand, the learner should be able to: a) outline key aspects to consider when listening to an oral text related to the theme, b) summarize key ideas from an oral text given for comprehension, c) develop interest in active listening for effective comprehension of language.	The learner is guided to: • collaborate with peers to identify key considerations when listening to a text related to theme, • watch a video presentation and identify different activities people carry out in relation to weather and environment, • work jointly to summarise the key ideas from the recording related to theme, • use appropriate pronunciation and intonation in describing activities carried out in their locality. e.g. *farming, fishing, rearing animals, trading etc.*	How does a poor listening habit affect your communication?
Core competencies to be developed: • Communication and collaboration: This is enhanced as the learner contributes to group discussions when working jointly to summarise the key ideas from the recording related to theme.				

• Digital literacy: This is enhanced as the learner interacts with technology when watching a video presentation and identifying different activities people carry out in relation to weather.
Values: Peace: This is promoted as the learner shows patience and tolerance while working with peers.
Pertinent and Contemporary Issues (PCIs): Environmental awareness: This is promoted as the learner interacts with information on weather patterns and the environment.
Link to Other Learning Areas: The learner is able to relate the concept of weather to their learning of similar concepts in Integrated Science.

THEME 9: GETTING AROUND				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and Speaking	**1.9 Interactive Speaking** *(2 sessions)* • *Vocabulary building* • *Giving instructions*	By the end of the sub strand, the learner should be able to: a) outline words used to give directions for effective communication, b) give instructions on direction to a locality for effective communication, c) appreciate the need for clarity of instruction for effective communication.	The learner is guided to: • listen attentively to an audio presentation on directions to a given locality, • list words used to ask or give directions on flashcards e.g. *turn, go, cross, - left, right, ahead, cardinal points*, • team up to give instructions to peers to a given place, • work jointly to play a language game involving giving and asking for directions to a place e.g. *treasure hunt* game • listen and respond to instructions given by peers on the following directions, e.*g. turn right, turn left, go straight, stop etc.*	How can we ensure that the instructions we give are always clear and complete?
Core competencies to be developed: • Communication and collaboration: This is promoted as the learner engages actively with peers when listening and responding to instructions given by peers on the following directions.				

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• Digital literacy: This is enhanced as the learner interacts with technology when listening attentively to an audio presentation on directions.
Values: Respect: This is promoted as the learner shows positive regard for self and others while working with peers.
Pertinent and Contemporary Issues (PCIs): ICT: This is promoted as the learner interacts with technology to access information around the theme.
Link to Other Learning Areas: Learning this concept enhances understanding about giving directions as it is covered in English.

SUGGESTED ASSESSMENT RUBRIC FOR STRAND: LISTENING AND SPEAKING

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

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
comprehension and engagement in oral interactions	comprehension and engagement and goes further to give appropriate illustrations and examples.	comprehension and engagement	comprehension and engagement	comprehension and engagement
Ability to employ gestures and facial expressions to enhance oral interactions	The learner employs adequate gestures and facial expressions in oral expressions whenever required. Is sensitive to cultural diversity and adapts non-verbal cues to diverse cultural contexts.	The learner employs adequate gestures and facial expressions to complement oral expressions whenever required.	The learner employs some gestures and facial expressions to complement oral expressions when required. A few gestures and facial expressions used do not rhyme with the intended communication	The learner employs a few gestures and facial expressions to complement oral expressions when required. Many of the gestures and facial expressions used do not rhyme with the intended communication
Ability to display willingness to participate in oral interactions	The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings. Encourages others to	The learner is always willing to start and/or participate in meaningful oral interactions with	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.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
	engage in oral interactions.	people in their surroundings.		

STRAND 2.0: READING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.1 Reading Fluency** *(2 sessions)* • *Reading speed* • *Intonation* • *Particles (harf)*	By the end of the sub strand, the learner should be able to: a) read a text on formal greetings and introduction, b) apply appropriate speed and intonation in written texts for fluency, c) develop interest in reading Arabic texts for enjoyment.	The learner is guided to: • read short sentences on formal greetings while observing the correct pronunciation of words, • collaborate with peers to circle the particles (harf) in sentences, • work jointly to read a dialogue on formal greeting and introduction between two people or groups using appropriate speed and intonation,	How can you ensure fluency in reading?

| | | | • peer review each other's reading speed for accuracy,
• practice reading from variety of texts for fluency at home. | |

Core competencies to be developed:
- Learning to learn: This is promoted as the learner engages in collective learning when reading a dialogue on formal greeting and introduction between two people or groups using appropriate speed and intonation.
- Critical thinking and problem solving: This is promoted as the learner collaborates with peers to circle the particles (harf) in sentences.

Values:
Unity: This is promoted as the learner cooperates with peers to peer review each other's reading speed for accuracy.

Pertinent and Contemporary Issues (PCIs):
Citizenship: This is promoted as the learners accommodate and show kindness to each other as they work in groups to accomplish goals.

Link to Other Learning Areas:
The learner is able to link greetings and introductions to similar concepts also covered in English.

THEME 2: FAMILY				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.2 Reading Fluency** *(2 sessions)* • *Vocabulary building- extended family members* • *Stress* • *Intonation* • *Particles (harf)*	By the end of the sub strand, the learner should be able to: a) identify target words and phrases from a written text, b) use appropriate stress and intonation for fluency, c) appreciate the role of fluency for language acquisition.	The learner is guided to: • read texts and underline words and phrases related to nuclear and extended family members, • work jointly to read simple sentences and circle particles (harf) in sentences, • take turns reading a short conversation about nuclear and extended family members using appropriate stress and intonation, • peer assess each other's reading for fluency.	1. How can you show love to your family members? 2. Why should we read fluently?
Core competencies to be developed: • Learning to learn: This is enhanced as the learner engages in collective learning when peer assessing others' reading for fluency. • Critical thinking and problem solving: This is nurtured as the learner analyses concepts logically when reading texts and underlining words and phrases related to nuclear and extended family members.				
Values: Responsibility: This is promoted as the learner cooperates with peers to take turns reading a short conversation about nuclear				

and extended family members.
Pertinent and Contemporary Issues (PCIs): Social cohesion: This is addressed as the learner interacts with content on family members in the extended setting.
Link to Other Learning Areas: The learner is able to link this concept of family as covered in Religious Education.

THEME 3: MY SURROUNDING				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.3 Reading for Comprehension** *(2 sessions)* • *Reading pace* • *Comprehension questions*	By the end of the sub strand, the learner should be able to: a) read a short text fluently and at a good pace, b) respond to questions from a text based on the theme, c) appreciate reading Arabic texts for enjoyment.	The learner is guided to: • work with peers to read a short text on animals fluently, • collaborate with peers to conduct a speed reading game and identify the best speed to read at, • peer assess each other's performance for fluency, • work jointly to respond to direct and inferential questions from the texts read.	How can you extract specific information from a text?

Core competencies to be developed:
• Learning to learn: This is enhanced as the learner is motivated to learn continually when conducting a speed reading game and identifying the best speed to read at.
• Critical thinking and problem solving: This is enhanced as the learner follows simple instructions to respond to direct and inferential questions from the texts read.

Values:
 Unity: This is promoted as the learner cooperates with peers to assess each other's performance for fluency.

Pertinent and Contemporary Issues (PCIs):
Animal welfare: This is promoted as the learner identifies and appreciates different animals and birds found in their locality.

Link to Other Learning Areas:
The learner is able to relate this concept to similar concepts about birds and animals covered in Agriculture and Nutrition.

THEME 4: TIME				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.4 Reading Fluency: Pronunciation** *(2 sessions)* • *Particles (harf)* • *Speed*	By the end of the sub strand, the learner should be able to: a) read simple words with correct pronunciation of particles (harf) for fluency, b) apply appropriate speed when reading a text for fluency, c) develop interest in reading Arabic texts.	The learner is guided to: • engage in reading short sentences on routine and schedules, • identify vocabulary and phrases related to the theme, • work jointly to read the identified words while focusing on correct pronunciation of particles (harf), • apply appropriate speed for fluency, • read text of their interest independently during free time.	How can you improve your pace when reading Arabic?

Core competencies to be developed:
- Learning to learn: This is enhanced as the learner builds on their own learning experience when reading texts of their interest independently during free time.
- Critical thinking and problem solving: This is nurtured as the learner follows simple instructions to apply appropriate speed for fluency.

Values:
Unity: This is promoted as the learner cooperates with peers to read identified words while focusing on correct pronunciation of particles (harf).

Pertinent and Contemporary Issues (PCIs):
Citizenship: This is enhanced as the learner practices time management skills and its application to real life.

Link to Other Learning Areas:
The learner is able to relate concepts on routines and time management as is covered in life skills in Social Studies.

THEME 5: FUN AND ENJOYMENT				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.5 Reading for Information** *(2 sessions)* • *Vocabulary building* • *Inferring meaning*	By the end of the Sub Strand, the learner should be able to: a) identify vocabulary from a text for comprehension, b) infer meaning of vocabulary for effective communication, **c)** embrace vocabulary building for language acquisition.	The learner is guided to: • read texts aloud about making plans and appointments for fun activities, • work with peers to pick out vocabulary from the text, • build a vocabulary bank based on words identified, • work jointly to infer the meaning of vocabulary from context, • confirm the meaning of the words from a print or online dictionary, • team up to play a language game involving matching vocabulary to their meaning, • team up with peers in class to prepare a planning record for fun activities.	1. Why is it good to make plans before carrying out an activity? 2. How can we find meaning of new words in a text?
Core competencies to be developed: • Learning to learn: This is promoted as the learner engages in collective learning when teaming up with peers in class to prepare a planning record for fun activities				

• Critical thinking and problem solving: This is enhanced as the learner explores views to infer the meaning of vocabulary from context.
Values: Unity: This is promoted as the learner appreciates the effort of others when preparing a planning record for fun activities.
Pertinent and Contemporary Issues (PCIs): Social cohesion: This is enhanced as the learner appreciates working with peers to plan for activities together.
Link to Other Learning Areas: The learner is able to relate the concept on use of leisure time as is covered in Religious Education.

THEME 6: FOOD AND DRINKS				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.6 Reading for Information** *(2 sessions)* • *Vocabulary building- foods and drinks* • *Relating events to real life*	By the end of the sub strand, the learner should be able to: a) identify vocabulary items in a text for comprehension, b) relate events and characters in a text to real life, c) develop interest in reading Arabic texts for enjoyment.	The learner is guided to: • read texts with vocabulary and phrases aloud on ordering food in restaurants using appropriate pronunciation, • pick out vocabulary related to the theme and list them on charts for display, • work jointly to make comparison between events and characters in texts and real life, • team up with peers to research on different types of foods and drinks and list them, • work jointly to organise the list in the class portfolio.	How do poor reading habits affect learning?
Core competencies to be developed: • Communication and collaboration: This is promoted as the learner actively engages with peers to read aloud texts with vocabulary and phrases using appropriate pronunciation.				

• Self-efficacy: This is enhanced as the learner shows concerted effort when teaming up with peers to research on different types of foods and drinks.
Values: Unity: This is promoted as the learner cooperates with peers to organise the list of types of foods and drinks in the class portfolio.
Pertinent and Contemporary Issues (PCIs): Nationalism: This is addressed as the learner interacts with peers to familiarise with various foods and drinks found at various places.
Link to Other Learning Areas: The learner is able to relate the concept of foods and drinks to their varieties as covered in Agriculture and Nutrition.

THEME 7: MY BODY				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.7 Reading Aloud: Dialogue** *(2 sessions)* • *Characters* • *Reading speed and accuracy*	By the end of the sub strand, the learner should be able to: a) identify characters in a dialogue for information, b) apply appropriate speed and accuracy in reading a dialogue, c) develop interest in reading variety of texts for language acquisition.	The learner is guided to: • read a dialogue with peers, • work with peers to discuss the characters in the dialogue, • prepare a mind map to show how the characters relate to each other from the dialogue, • conduct a reader's theatre to read a dialogue at appropriate speed and with accuracy, • work jointly to answer questions based on the dialogue, • engage in reading activities for fluency and understanding with assistance from parents/guardians.	Why is reading important?

Core competencies to be developed:
- Communication and collaboration: This is promoted as the learner contributes to group decision making when discussing the characters in the dialogue.
- Learning to learn: This is enhanced as the learner engages in collective learning when conducting a reader's theatre to read a dialogue at appropriate speed and with accuracy.

| **Values**: |
| Unity: This is promoted as the learner works jointly with peers to answer questions based on the dialogue. |
| **Pertinent and Contemporary Issues (PCIs):** |
| Health Issues (Self-awareness): This is addressed as the learner interacts with information on understanding the human body and the different states of the human body. |
| **Link to Other Learning Areas:** |
| The learner is able to relate their understanding about health issues to similar concepts as is covered in Integrated Science. |

THEME 8: WEATHER AND ENVIRONMENT				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.8 Reading for Information: Visuals** *(2 sessions)* • *Interpreting visuals* • *Summarising texts*	By the end of the sub strand, the learner should be able to: a) identify visuals representing information related to the theme, b) summarise a text into a visual for comprehension, c) develop interest in reading short Arabic texts.	The learner is guided to: • work jointly to pick visuals representing information based on weather and the environment, • discuss the visuals and the information they carry, • work jointly to summarise a text into a visual related to the theme, • share their work with peers for peer assessment, • team up to prepare a mosaic on a creative idea related to the weather and environment.	1. How do visuals pass information? 2. Why is it said that a picture is worth a thousand words?
Core competencies to be developed: • Learning to learn: This is enhanced as the learner is motivated to learn continuously when picking visuals representing information based on the theme. • Creativity and imagination: This is promoted as the learner embraces ideas that inspire creativity when preparing a mosaic on a creative idea related to the weather and environment. **Values**:				

Responsibility: This is promoted as the learner exhibits accountability to accept input by sharing their work with peers for peer assessment.
Pertinent and Contemporary Issues (PCIs): Climate change: This is addressed as the learner interacts with content in texts on weather and the environment.
Link to Other Learning Areas: Learning this concept enhances understanding about the weather patterns as is covered in Social Studies.

THEME 9: GETTING AROUND				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**

2.0 Reading	**2.9 Extensive Reading: Library Skills**
	
	(2 sessions)
	
	• *Identifying reading materials*
	• *Tracking reading progress*
		By the end of the sub strand, the learner should be able to:
		a) identify resources from a collection of materials for reading,
		b) track reading progress for lifelong learning,
		c) develop a positive attitude towards reading.
			The learner is guided to:
			• work jointly to discuss factors to consider when identifying resources from a wider collection of materials,
			• conduct a silent reading session with peers to read grade appropriate Arabic materials,
			• prepare a reading log to track their reading progress. Include details on:
			  - title of the material
			  - author
			  - number of pages
			  - key events
			  - characters in the text
			  - date of access.
				How can we ensure we pick interesting reading materials easily and fast?

Core competencies to be developed: Critical thinking and problem solving: This is enhanced as the learner explores views when discussing factors to consider when identifying resources from a wider collection of materials.				

Self-efficacy: This is enhanced as the learner effectively orders and prioritises tasks when preparing a reading log to track their reading progress.
Values: Love: This is enhanced as the learner displays positive regard for others when conducting a silent reading session with peers to read grade appropriate Arabic materials.
Pertinent and Contemporary Issues (PCIs): Environmental awareness: This is enhanced as the learners appreciate direction and location so as to be more aware of their immediate surroundings.
Link to Other Learning Areas: The learner is able to relate the concept on keeping reading logs to their learning of similar concepts in English.

SUGGESTED ASSESSMENT RUBRIC FOR STRAND: READING

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Ability to pronounce words in contexts for accuracy in reading	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning. Makes no errors of pronunciation even for texts on unfamiliar topics.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning.	The learner makes a few errors of pronunciation of words in simple texts on familiar topics. Errors may hamper the ability to convey the intended meaning.	The learner makes many errors of pronunciation of words in simple texts on familiar topics. Errors greatly hamper the ability to convey the intended meaning.
Ability to read with fluency (smoothness, pace, pauses and intonation)	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes no errors at all even in texts on unfamiliar topics.	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors in texts on unfamiliar topics and	The learner reads simple texts with natural and smooth flow and at an appropriate pace through most parts of the texts. Pays attention to most of the punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes many errors in texts on unfamiliar topics and is	The learner reads simple texts with stilted and choppy flow through most parts of the texts. Pays attention to very few punctuations as pauses and intonation are misplaced.

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
		auto-corrects self in the few errors made.	unable to auto-corrects self.	
Ability to read and understand simple texts	The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.	The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.	The learner interprets most of the questions in context and gives correct answers to most of them. Vocabulary used in giving responses to questions is limited but sufficient.	The learner interprets few questions in context and gives correct answers to a few of them. Vocabulary used in giving responses to questions is very limited but insufficient.

STRAND 3.0: WRITING

<table>
<tr><td colspan="5" align="center">**THEME 1: GREETINGS AND INTRODUCTION**</td></tr>
<tr><td>**Strand**</td><td>**Sub Strand**</td><td>**Specific Learning Outcomes**</td><td>**Suggested Learning Experiences**</td><td>**Suggested Key Inquiry Question(s)**</td></tr>
<tr>
<td>**3.0 Writing**</td>
<td>**3.1 Guided Writing: Paragraph Writing**

(2 sessions)

• *Reordering jumbled sentences*
• *Coherence*
• *Sequencing*</td>
<td>By the end of the sub strand, the learner should be able to:
a) organise ideas coherently for effective communication
b) compose a well sequenced paragraph neatly and legibly,
c) develop interest in writing Arabic.</td>
<td>The learner is guided to:
• team up to construct simple sentences on formal greeting to express their feelings,
• reorganise jumbled up sentences to form a meaningful paragraph,
• use a digital device to play a digital language game involving dragging and dropping sentences to form complete and coherent paragraphs,
• compose a well sequenced paragraph neatly and legibly.</td>
<td>1. Why is greeting important?
2. How does lack of sequence affect meaning of texts?</td>
</tr>
<tr>
<td colspan="5">**Core competencies to be developed:**
• Creativity and imagination: This is enhanced as the learner embraces ideas that inspire creativity when composing a well sequenced paragraph neatly and legibly.</td>
</tr>
</table>

• Digital Literacy: This is enhanced as the learner interacts with technology when playing a digital language game involving dragging and dropping sentences to form complete and coherent paragraphs.
Values: Unity: This is promoted as the learner cooperates with others to make simple sentences on formal greetings.
Pertinent and Contemporary Issues (PCIs): Citizenship: This is promoted as the learner accommodates and shows kindness to others as they work in groups.
Link to Other Learning Areas: Learning greetings and introduction builds on the same concept as covered in English.

THEME 2: FAMILY				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.2 Guided Writing: Handwriting** *(2 sessions)* • *Good handwriting* • *Arabic writing style*	By the end of the sub strand, the learner should be able to: a) identify features of a good Arabic handwriting for information, b) create a well written story using the Arabic writing style, c) develop interest in writing Arabic.	The learner is guided to: • work jointly to identify features of a good Arabic handwriting, • list the features on a chart for display, • work jointly to create a well written story based on the theme, • share their write-ups for peer assessment, • team up to conduct a writing contest to hone their Arabic writing skills, • publish the best written compositions in the school or public children's magazine.	Why is it good to write clearly?
Core competencies to be developed: • Creativity and imagination: This is enhanced as the learner embraces new ideas that inspire creativity when creating a well written story based on the theme. • Learning to learn: This is nurtured as the learner is motivated to learn continuously by conducting a writing contest to hone their Arabic writing skills.				

| **Values:** |
| Responsibility: This is developed as the learner exhibits a self-driven attitude to publish their best written compositions in the school or public children's magazine. |
| **Pertinent and Contemporary Issues (PCIs):** |
| Citizenship: This is promoted as the learner accommodates and shows kindness to others as they work in groups. |
| **Link to Other Learning Areas:** |
| The learner is able to relate the concept on the family to their learning of similar concepts in Religious Education. |

THEME 3: MY SURROUNDING				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.3 Guided writing** *(2 sessions)* • *Vocabulary building- animals and birds* • *Simple sentences*	By the end of the sub strand the learner should be able to: a) outline vocabulary related to animals and birds for comprehension, b) construct simple sentences on a given context correctly, c) appreciate the skills of writing for effective communication.	The learner is guided to: • work jointly to discuss the vocabulary related to the theme on animals and birds in the surrounding, • collaborate to build a vocabulary bank on words related to animals and birds and organise it in the class portfolio, • team up to match vocabulary to their meaning, • collaborate with peers to complete sentences with words on animals, • write simple sentences about animals and share with their peers for review.	1. How can you improve your writing skills in Arabic? 2. How does vocabulary help in Arabic language learning?

Core competencies to be developed:
- Communication and collaboration: This is promoted as the learner contributes to group decision making as they collaborate to build a vocabulary bank on words related to the theme and organise it in the class portfolio.
- Citizenship: This is enhanced as the learner demonstrates tolerance when teaming up with peers to complete sentences with words on animals.

| **Values:** |
| Integrity: This is promoted as the learner displays transparency when writing simple sentences about animals and shares with their peers for review. |
| **Pertinent and Contemporary Issues (PCIs):** |
| Natural Resources: This is addressed as the learner identifies and appreciates different animals and birds found in their locality. |
| **Link to Other Learning Areas:** |
| Learning this concept contributes to learning about animals and birds as covered in Integrated Science. |

THEME 4: TIME				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.4 Guided Writing** *(2 sessions)* • *Diary keeping*	By the end of the sub strand, the learner should be able to: a) sequence activities in relation to time of occurrence, b) organise activities in a diary for effective planning, c) appreciate the planning skills for lifelong learning.	The learner is guided to: • observe the school routine and write simple sentences, • collaborate to organise the key events in the school into a well sequenced account of school activities, • work together to prepare a diary to record school activities, • team up with peers to fill the events in the diary, • work jointly to discuss the benefit of planning events beforehand.	How can you manage your time well?

Core competencies to be developed:
- Learning to learn: This is enhanced as the learner builds on their own learning experiences by teaming up with peers to fill the events in the diary.
- Creativity and imagination: This is promoted as the learner exchanges new ideas that inspire creativity when preparing a diary to record school activities.

Values:
Respect: This is enhanced as the learner displays patience with peers when discussing the benefit of planning events beforehand.

Pertinent and Contemporary Issues (PCIs):
Citizenship: This is encouraged as the learner practices time management skills when learning on how to prepare and keep diaries.

Link to Other Learning Areas:
The learner is able to relate the concept of diary writing to their learning in English.

THEME 5: FUN AND ENJOYMENT				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.5 Guided Writing: Imaginative Composition** *(2 sessions)* • *Simple sentences* • *Imaginative composition- 3 paragraphs*	By the end of the Sub Strand, the learner should be able to: a) construct sentences using acquired vocabulary for comprehension, b) create a short personal and imaginative composition for comprehension, c) appreciate different Arabic writing styles.	The learner is guided to: • work jointly to construct sentences using vocabulary related to making plans and appointments, • collaborate with peers in rearranging jumbled up words to make meaningful sentences, • use a substitution table to form meaningful sentences and share with peers, • create a personal imaginative composition using the vocabulary identified in the theme, • share their best written composition on the class gallery, • conduct interclass writing contests to write essays and imaginative compositions.	How can one develop a creative story?

Core competencies to be developed:
- Critical thinking and problem solving: This is promoted as the learner explores views when using a substitution table to form meaningful sentences in groups.   - Communication and collaboration: This is promoted as the learner engages actively to conduct an interclass writing contest to write essays and imaginative compositions.
Values: Love: This is promoted as the learner portrays a caring attitude to others when sharing their best written composition on the class gallery.
Pertinent and Contemporary Issues (PCIs): Economic resources: The learner will appreciate and recognise the importance of making plans as they write compositions on the theme and interact with related vocabulary.
Link to Other Learning Areas: The learner is able to relate the concept on activities done for fun and enjoyment to their learning of creative and constructive tasks in Creative Arts and Sports.

THEME 6: FOOD AND DRINKS				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.6 Guided Writing: Summary Writing** *(2 sessions)* • *Key ideas* • *Summarising*	By the end of the sub strand, the learner should be able to: a) outline key ideas from a text for information, b) summarise a text for information, c) appreciate summary writing as a strategy for knowledge preservation.	The learner is guided to: • work jointly to read a text related to the theme on foods and drinks-kitchen utensils, • prepare a mind map to list the key ideas from a text, • team up to discuss what should be considered when writing summaries, • summarise the text into fewer words (*80 words*), • peer review their summarised work for improvement.	1. Why do we keep our utensils clean? 2. How can we reduce a text without leaving out key ideas?
Core competencies to be developed: • Critical thinking and problem solving: This is enhanced as the learner analyses concepts logically to prepare a mind map to list the key ideas from a text. • Learning to learn: This is enhanced as the learner is motivated to learn continually by peer reviewing their summarised work for improvement.				
Values:				

Unity: This is promoted as the learner cooperates with peers to work jointly to read a text related to the theme on food and drinks.
Pertinent and Contemporary Issues (PCIs):   Nationalism: This is embraced as the learner interacts with information about various kitchen utensils and foods and drinks from various parts of the country and world.
Link to Other Learning Areas: Learning this concept enhances understanding about kitchen items and meals as taught in Agriculture and Nutrition.

			THEME 7: MY BODY		
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.7 Guided Writing: Poems** *(2 sessions)* • *Simple sentences* • *Simple poem*	By the end of the Sub Strand, the learner should be able to: a) construct simple sentences using acquired vocabulary, b) compose a simple poem for comprehension, c) develop interest in artistic expression through writing.	The learner is guided to: • listen to an audio recording and write vocabulary related to the theme, • form sentences using descriptive words and vocabulary identified to express their health states, *e.g. I am sick today etc.* • share sentences with their peers for review, • work jointly to compose a poem related to different health states using identified thematic vocabulary, • team up to stage their well written poem during the interclass competition.	How can you write an interesting poem?

Core competencies to be developed:
Digital Literacy: This is promoted as the learner interacts with technology when listening to audio recordings related to the theme.

Values:
Love: This is promoted as the learner portrays a caring attitude to others when sharing their sentences with their peers for review.

| **Pertinent and Contemporary Issues (PCIs):** |
| Lifestyle diseases: This is addressed as the learner interacts with information about the various reasons why the state of the body can change and various sicknesses. |
| **Link to Other Learning Areas:** |
| Learning this concept enhances understanding about health issues as is covered in Integrated Science. |

THEME 8: WEATHER AND ENVIRONMENT				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.8 Guided writing** *(2 sessions)* • *Key ideas* • *Imaginative composition*	By the end of the sub strand, the learner should be able to: a) gather key ideas from a text related to the theme, b) compose an imaginative composition for comprehension, c) embrace creative writing for enjoyment.	The learner is guided to: • watch a video presentation and identify different activities people carry out in different weather conditions and environment, • work jointly to outline the key points from the video presentation, • observe picture displays and identify different activities people carrying out, • based on the pictures, compose an imaginative composition, • share the compositions with peers for constructive review, • share the best written compositions in the school or children's magazine.	How can we make a composition interesting?
Core competencies to be developed: Communication and collaboration: This is enhanced as the learner engages actively when sharing the compositions with peers for constructive review. Digital literacy: This is enhanced as the learner interacts with digital content while watching a video presentation and identifying different activities people carry out in relation to weather.				

Values:
Peace: This is nurtured as the learner displays tolerance with peers when working jointly to outline the key points from the video presentation.

Pertinent and Contemporary Issues (PCIs):
Economic resources: This is promoted as the learner recognises and appreciates different activities people carry out in their locality.

Link to Other Learning Areas:
Learning this concept enhances understanding of weather and climate as is covered in Social Studies.

THEME 9: GETTING AROUND				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.9 Guided Writing: Neatness and Legibility** *(2 sessions)* • *Essays* • *Characteristics of a good essay*	By the end of the sub strand, the learner should be able to: a) outline the characteristics of a good written piece, b) compose an essay on the locating school facilities neatly and legibly, c) develop positive attitude towards writing Arabic.	The learner is guided to: • discuss the characteristics of a well and neatly written piece, • work jointly to form simple sentences from a substitution table, • peer assess each other's sentences for neatness, • rearrange words to make meaningful sentences about locating school facilities, • compose a short essay on the theme neatly and legibly using the prescribed Arabic style.	1. How do we take care of our school facilities? 2. Why should we write neatly and legibly?

Core competencies to be developed:
- Critical thinking and problem solving: This is enhanced as the learner follows simple instructions to rearrange words to make meaningful sentences about locating school facilities.
- Learning to learn: This is promoted as the learner engages in collective learning to peer assess each other's sentences for neatness.

Values:
Patriotism: This is promoted as the learner exhibits honesty when peer assessing each other's sentences for neatness.

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Pertinent and Contemporary Issues (PCIs):
Cultural awareness: This is promoted as the learner interacts with various ideas and experiences that enable them write in Arabic and develop a positive attitude towards the language.

Link to Other Learning Areas:
Learning this concept enhances understanding about school facilities and relates to the concept of infrastructure in Social Studies.

SUGGESTED ASSESSMENT RUBRIC FOR STRAND: WRITING

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write clear and readable texts	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through. Text looks like a typed Microsoft office word document.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through.	The learner writes readable texts paying attention to neatness in most parts of the text. Letters in most of the words are correctly spaced and sized within the lines. Some abnormal spacing of words within sentences is visible.	The learner writes texts that are not easily readable. Neatness is not maintained all through. Letters in most of the words are incorrectly spaced and sized within the lines. Frequent abnormal spacing of words within sentences is visible.
Organization	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas.	Exhibits a logical sequence; provides a beginning, middle, and end.	Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear.	Exhibits little order; provides a series of separate sentence and/or disconnected ideas.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Vocabulary	Includes a wide variety of vocabulary that expands the topic, but there may be minor inaccuracies.	Includes a variety of vocabulary related to the topic.	Includes basic vocabulary; some vocabulary may be inaccurate or unrelated to the topic.	Includes limited vocabulary and/or most vocabulary is inaccurate or unrelated to the topic.

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

Introduction

In Grade 9, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL project. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of Core competencies to be developed to be developed and nurturing of values. Learners will undertake a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: ● Environmental degradation ● Lifestyle diseases, Communicable and non-communicable diseases ● Poverty ● Violence and conflicts in the community ● Food security issues
Milestone 2	**Designing a solution** Learners create an intervention to address the challenge identified.

Milestone 3	**Planning for the Project** 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	**Implementation** The learners execute the project and keep evidence of work done.
Milestone 5	**Showcasing /Exhibition and Report Writing** Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback
Milestone 6	**Reflection** Learners review all project work to learn from the challenges faced. 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 learning of the academic concepts.

Note: The milestones will be staggered across the 3 terms of the academic calendar.

Assessment of CSL integrated Project

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

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

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

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

4.0 Language structures.	● Libraries. ● Projectors. ● Course books. ● Internet. ● Charts. ● Pictures. ● Drawings. ● Illustrations. ● Newspapers. ● Maps. ● Chalkboard.	● Observations. ● Writing texts. ● Construction of sentences. ● Designing games. ● Discussions. ● Role play. ● Checklists. ● Quizzes.	● Arabic language Clubs. ● Tandem (face-to-face or electronic) and intercultural learning. ● Language Days. ● School Open Days. ● Kenya Music Festival. ● Exchange Programs. ● Inter-House Competitions. ● Inter-Class Competitions. ● Inter-School Contests.