



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

ARABIC

GRADE 8

First published 2023

Revised 2024

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

The reviewed Grade 8 curriculum designs build on competencies attained by learners at the end of Grade 7. 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 the Competency-Based Curriculum (CBC) in 2019. Grade 8 is the second grade of Junior School in the reformed education structure.

The reviewed Grade 8 curriculum furthers implementation of the CBC from Grade 7 in Junior School. 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 School 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: *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 8 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 8 and prepare them for a smooth transition to Grade 9. 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, that the curriculum responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the 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 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 8 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP). Therefore, the Institute is very grateful to the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks go to the Cabinet Secretary, in the ministry and the Principal Secretary- in the State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers and 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 8 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 Chairperson of the KICD Council, and other members of the Council for the 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 8 and the preparation of learners for transition to Grade 9.



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
NATIONAL GOALS OF EDUCATION	vii
LESSON ALLOCATION.....	ix
LEVEL LEARNING OUTCOMES FOR JUNIOR SCHOOL	x
ESSENCE STATEMENT	x
GENERAL LEARNING OUTCOMES FOR ARABIC LANGUAGE	xi
STRAND 1.0: LISTENING AND SPEAKING	1
ASSESSMENT RUBRICS FOR THE STRAND: LISTENING AND SPEAKING	18
STRAND 2.0: READING	20
ASSESSMENT RUBRICS FOR STRAND: READING	37
STRAND 3.0: WRITING	38
ASSESSMENT RUBRICS FOR THE STRAND: WRITING	55
APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT	56
APPENDIX 2: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES.	58

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

The people of Kenya 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, to live together in harmony and foster patriotism, and 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 requires 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-fulfillment

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 the 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 in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

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.	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 the 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 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 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
LISTENING AND SPEAKING	Listening for gist: Main idea	2
	Phonological awareness	6
	Imitative Speaking	4
	Self expression	2
	Public presentation	2
	Conversational Skills	2
READING	Guided Reading: Reading Fluency	4
	Guided Reading: Reading Aloud	4
	Guided Reading: Reading Comprehension	8
	Guided Reading: Extensive Reading	2
WRITING	Guided Writing	2
	Guided Writing: Neatness and Legibility	2
	Guided Writing: Paragraph Writing	2
	Guided Writing: Descriptive Writing	2
	Guided Writing: Mechanics of Writing	2
	Guided Writing: Poetry	2
	Guided Writing: Creative Writing	4
	Guided Writing: Essay Writing	2
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 Listening for gist: Main idea. (2 Sessions) <i>Formal and informal greetings</i> <i>Main idea</i> <i>Oral presentations</i>	By the end of the sub-strand, the learner should be able: a) identify main ideas in oral presentations, b) make oral presentations to express themselves in various situations, c) develop interest in learning Arabic words.	The learner is guided to: - listen to an audio recording on greetings in informal and formal situations, - pick out the main ideas from the recording, - list specific greetings and their responses from a recording, - collaborate with peers to role-play formal and informal greetings with different gender, - engage in a singing game on various greetings with peers.	Why do we greet one another?
Core competencies to be developed: - Communication and Collaboration: These are enhanced as the learner works jointly with peers to role-play formal and informal greetings with different genders. - Digital literacy: This is enhanced as the learner interacts with digital content when listening to an audio recording on greetings in informal and formal situations.				

Values:

Love: This is promoted as the learner displays respect when collaborating with peers to role-play formal and informal greetings with different genders.

Pertinent and contemporary issues (PCIs):

Gender issues: These are addressed as the learner appreciates various greetings used across the various genders.

Link to other learning areas:

The learner is able to relate the concept on greetings and introduction to their learning of introduction of self and others 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 Phonological awareness (2 Sessions) <i>Vocabulary building- Extended family</i> <i>Short talk</i>	By the end of the sub-strand, the learner should be able to: - identify vocabulary related to the theme for information, - present a short talk related to the theme for effective communication, - appreciate the role of different members of the family.	The learner is guided to: - listen to audio-visual recordings on descriptions of extended family members, - pick out vocabulary related to age, names and professions of extended family members, - conduct a spelling bee session on vocabulary related to the theme, - work jointly with peers to answer direct and inferential questions on the extended family, - prepare a short talk on the family and family members' responsibilities, - present a short talk to peers in class, - peer review each other's presentation for fluency and relevance.	What makes it necessary to develop the strategies of active listening?

Core competencies to be developed:

- Communication and Collaboration: These are enhanced as the learner contributes to group decision making when working jointly with peers, to answer direct and inferential questions.
- Self-efficacy: This is enhanced as the learner exhibits their presentation skills when presenting the short talk to peers in class.

Values:

Respect: This is promoted as the learner ensures positive regard for others when peer reviewing presentations for fluency and relevance.

Pertinent and contemporary issues (PCIs):

Human rights and responsibilities: This are promoted as the learner gets information on responsibilities of various family members when preparing a short talk.

Link to other learning areas:

The learner is able to relate the concept of family to the concept of social organizations in the society as covered in Social Studies.

THEME 3: MY SURROUNDING				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Imitative Speaking <i>(2 Sessions)</i> <i>Instructions</i> <i>Oral descriptions</i>	By the end of the sub-strand, the learner should be able to: a) respond to instructions appropriately, b) present an oral description of a place in their surrounding, c) appreciate different places in the surrounding.	The learner is guided to: • work jointly with peers to conduct a dictation session on vocabulary of places in one's town, • answer direct and inferential questions on the theme- My Surrounding, • identify vocabulary related to the theme from an audio recording, • work jointly with peers to conduct a dictation session on the vocabulary identified, • collaborate with peers to role-play a short conversation on giving directions to a specific place in their town, • conduct a discussion forum to describe places of interest in their town.	Why are instructions important?

Core competencies to be developed:

- Communication and Collaboration: These are enhanced as the learner works jointly with peers to conduct a dictation session on the vocabulary identified.
- Learning to learn: This is promoted as the learner is motivated to learn continuously by conducting a discussion forum to describe places of interest in their town.

Values:

- Respect: This is promoted as the learner displays patience with peers when role-playing a short conversation on giving directions to a specific place in their town
- Peace: This is enhanced as the learner displays tolerance when conducting a dictation session with peers on the vocabulary identified.

Pertinent and contemporary issues (PCIs):

Environmental education: This is promoted as the learner identifies and appreciates different places found in towns within their environment.

Link to other learning areas: :

The learner is able to relate the concept of towns and various locations within it to their learning of urban centers in Social Studies.

THEME 4: TIME				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.4 Self-expression (2 Sessions) • <i>Main idea</i> • <i>Opinions, feelings and thoughts</i>	By the end of the sub-strand, the learner should be able to: a) summarise the main idea from an oral text for information, b) express opinions, feelings and thoughts using acquired vocabulary, c) appreciate speaking skills in conveying a message.	The learner is guided to: • listen attentively to a presentation on telling time using the 12-hour clock, • collaborate with peers to answer questions from the presentation, • describe the main idea in a text related to the school timetable, • pick out vocabulary from the text and display on flashcards, • make an oral presentation using simple sentences on time <i>for example, what is the time?</i> <i>At what time....?</i> • collaborate with peers to observe various clock faces and tell different times shown.	1. How can you observe punctuality in school? 2. Why do we summarise information?

Core competencies to be developed:

- Critical thinking and Problem solving: These are promoted as the learner analyses concepts when observing various clock faces and tells different times shown.
- Self-efficacy: This is enhanced as the learner shows defining personal skills set when making an oral presentation using simple sentences on time.

Values:

Respect: This is promoted as the learner accommodates diverse opinions when collaborating with peers to answer questions from the presentation.

Pertinent and contemporary issues (PCIs):

Social cohesion: This is promoted as learners work together to accomplish tasks and achieve group goals.

Link to other learning areas:

The learner is able to relate the concept of time to their learning of time as covered 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 Public Presentation (2 Sessions) • <i>Non-verbal cues</i> • <i>Audience awareness</i>	By the end of the sub-strand, the learner should be able to: a) identify non-verbal cues for effective communication, b) apply appropriate non-verbal cues in an oral presentation, c) appreciate audience awareness in public presentation for lifelong learning.	The learner is guided to: • listen to an audio presentation on travelling, • work jointly with peers to create a vocabulary bank on words derived from the recording, • collaborate with peers to identify non-verbal cues used in oral communication, • role-play the non-verbal cues identified, • present an oral narrative while applying the non-verbal cues, • participate in a dialogue on travelling in pairs Begin: <i>I like travelling to.....?</i> : <i>I like to travel by....?</i>	Why do we travel?
Core competencies to be developed: • Communication and Collaboration: These are enhanced as the learner collaborates with peers to identify non-verbal cues used in oral communication. • Creative thinking and problem solving: This is enhanced as the learner presents new ideas inspired by creativity when presenting an oral narrative while applying the non-verbal cues.				

Values:

Respect: This is enhanced as the learner appreciates other's contributions when creating a vocabulary bank on words derived from the recording.

Pertinent and contemporary issues (PCIs):

Mental health issues: These are addressed as the learner gains information on constructive activities they can engage in for fun and enjoyment like travelling.

Link to other Learning areas:

The learner is able to relate the concept of travelling for fun and enjoyment to their learning of responsible use of leisure time as covered 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 Conversational skills (2 Sessions) <i>Vocabulary building</i> <i>Speech etiquette</i> <i>Turn taking</i>	By the end of the sub-strand, the learner should be able to: a) identify vocabulary related to foodstuff for comprehension, b) apply etiquette and turn-taking skills in oral conversations, c) acknowledge the place of etiquette in effective communication.	The learner is guided to: - listen to a conversation about the kitchen, meal preparation and utensils used, - identify new words in a text related to the theme and pronounce them correctly, - collaborate with peers to talk about vocabulary related to kitchen items and meals, using simple descriptions, - work with peers to identify words used to interrupt a conversation politely, - engage in a dialogue using appropriate turn-taking skills and interrupting politely.	How should one interrupt a speaker in a conversation without sounding rude?
Core competencies to be developed: - Communication and Collaboration: These are enhanced as the learner speaks engagingly when collaborating with peers to talk about vocabulary related to kitchen items and meals. - Citizenship: This is enhanced as the learner demonstrates tolerance when engaging in a dialogue using appropriate turn taking skills and interrupting politely.				

Values:

- Responsibility: This is promoted as the learner diligently takes up assigned roles when engaging in a dialogue using appropriate turn-taking skills and interrupting politely.
- Unity: This is enhanced as the learner works with peers to identify words used to interrupt a conversation politely

Pertinent and contemporary issues (PCIs):

Lifestyle diseases: This is addressed as the learner engages in discussions and texts on foods and drinks.

Link to other learning areas:

The learner is able to relate the concept on food and drinks to similar concepts on meals as taught in Agriculture.

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 Phonological awareness: Pronunciation (2 Sessions) <i>Fluency</i> <i>Intonation</i>	By the end of the sub-strand, the learner should be able to: - pronounce target words related to the body parts correctly, - apply appropriate stress and intonation in oral communication, - recognise the role of correct articulation in effective communication.	The learner is guided to: - read out words on parts of the body aloud using correct pronunciation and stress, - conduct a spelling bee session to pronounce target words on the parts of the body, - ask and answer questions using the correct pronunciation and intonation, - engage in a dialogue related to the theme expressing their opinions, emotions and feelings fluently.	How can you ensure you speak fluently?
Core competencies to be developed: - Learning to learn: This is promoted as the learner builds on their own learning experience by conducting a spelling bee session to pronounce target words based on the theme. - Self-efficacy: This is promoted as the learner shows concerted attention when reading out words aloud using correct stress.				

Values:

- Respect: This is promoted as the learner accommodates diverse opinions when engaging in a dialogue expressing their opinions, emotions and feelings fluently.
- Social justice: This is enhanced as the learner accords equal opportunities to others when conducting a spelling bee session to pronounce target words based on the theme.

Pertinent and contemporary issues (PCIs):

Health promotion issues: This are addressed as learners interact with vocabulary on the theme - My Body.

Link to other learning areas:

The learner is able to relate the concept on expressing their feelings and emotions to their learning of self awareness 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 Imitative Speaking (2 Sessions) <i>Direct and inferential questions</i> <i>Oral descriptions</i>	By the end of the sub-strand, the learner should be able to: a) respond to simple questions related to weather and environment correctly, b) use variety of words to describe different physical features within the environment, c) acknowledge the place of attentive listening for communication.	The learner is guided to: - listen to or watch a video recording related to the theme, - answer direct and inferential questions from the recording, - observe picture displays on physical features, - use appropriate words to describe the physical features within their environment, - build a vocabulary list on words related to the theme, - organize the vocabulary list in a portfolio.	How do poor listening habits affect learning?
Core competencies to be developed: - Self efficacy: This is promoted as the learner effectively orders tasks when organizing the vocabulary list in a portfolio . - Digital literacy: This is promoted as the learner interacts with digital content when listening to or watching a video recording related to the theme.				
Values: Responsibility: This is enhanced as the learner engages in assigned roles when organising the vocabulary list in a portfolio.				
Pertinent and contemporary issues (PCIs): Environmental education: This is enhanced as the learner interacts with texts on physical features within their environment.				
Link to other learning areas: The learner is able to relate the concept on physical features to their learning of the environment as taught in Social Studies.				

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 Phonological Awareness: Pronunciation (2 Sessions) <i>Pronunciation</i> <i>Descriptive words</i>	By the end of the sub-strand, the learner should be able to: a) pronounce words on common means of transport correctly, b) use variety of words to describe different situations and events related to the theme, c) appreciate speaking skills to convey information accurately.	The learner is guided to: • listen attentively to an audio presentation on means of transport, • answer questions from the text in groups, • work with peers to build a list of words used to describe a situation or event, • display the descriptive words on charts for peer review, • fill gaps using the descriptive words to make simple sentences, • participate in a dialogue describing common means of transport in small groups.	Why should we pronounce words appropriately?

Core competencies to be developed: • Critical thinking and Problem solving: This is promoted as the learner analyses concepts by logical reasoning to fill gaps using the descriptive words to make simple sentences. • Digital literacy: This is promoted as the learner interacts with digital content when listening attentively to an audio presentation on means of transport.
Values: • Respect: This is promoted as the learner shows positive regard for self and others while working in groups. • Integrity: This is enhanced as the learner displays transparency by displaying their work on charts for peer review.
Pertinent and contemporary issues (PCIs): Environmental awareness: This is promoted as the learner interacts with texts on the theme- Getting Around.
Link to other learning areas: The learner is able to relate the concept on pronunciation to similar concepts covered in English.

ASSESSMENT RUBRICS FOR THE STRAND: LISTENING AND SPEAKING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches 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 to the targeted ones.	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions.	The learner uses most of the targeted vocabulary and expressions to probe and engage in oral interactions.	The learner uses limited 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 to a large extent.
Ability to respond to questions and prompts to show comprehension and engagement in oral	The learner responds to all questions and prompts to show comprehension and engagement and goes further to give	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.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
interactions.	appropriate illustrations and examples.			
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 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	2.1 Guided Reading : Reading Fluency (2 Sessions) • <i>Speed</i> • <i>Expression</i> • <i>Stress</i> • <i>Intonation</i>	By the end of the sub-strand, the learner should be able to: a) read a text with correct speed and expression, b) apply appropriate intonation and stress when reading texts, c) develop interest in reading Arabic texts for enjoyment.	The learner is guided to: • read short sentences on greetings and self-introduction aloud with correct pronunciation, • collaborate with peers to review each other's reading speed for fluency and accuracy, • identify words in the Arabic language that bring different meaning when stress and intonation is applied differently, • collaborate with peers to compose a narrative on the theme, • present the narrative to the class using appropriate stress, intonation and pronunciation..	Why should we read texts with correct speed?
Core competencies to be developed: • Learning to learn: This is enhanced as the learner is motivated to learn continually by peer reviewing each other's reading speed for fluency and accuracy. • Critical thinking and Problem solving: This is promoted as the learner follows simple instructions to identify words in the Arabic language that bring different meaning when stress and intonation is applied differently.				

Values:

Unity: This is promoted as the learner cooperates with peers to compose a narrative on the theme.

Pertinent and contemporary issues (PCIs):

Social cohesion: This is promoted as the learner works with peers to familiarise with greetings across the society for peaceful living.

Link to other learning areas:

The learner is able to relate the concept on greetings and introductions for social cohesion to their learning of similar concepts in English.

THEME 2 : FAMILY				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Guided Reading: Reading Aloud (2 Sessions) <i>Vocabulary building-Family</i> <i>Inferring meaning</i>	By the end of the sub-strand, the learner should be able to: a) identify vocabulary related to the family in a text, b) infer meaning of vocabulary for comprehension, c) appreciate reading strategies to acquire reading skills.	The learner is guided to: • conduct a reader's theatre to read texts related to extended family members, • peer assess each other's reading for fluency, • create a vocabulary list of new words identified from the text, • collaborate with peers to infer the meaning of vocabulary used from context, • make sentences using the vocabulary acquired, • take turns reading conversations about extended family members, • collaborate with peers to dramatise the conversations.	1. How can you show love to your family members? 2. How can you tell the meaning of a new word in a text?
Core competencies to be developed: • Creativity and Imagination: These are promoted as the learner exchanges new ideas that inspire creativity when collaborating with peers to dramatise the conversations. • Citizenship: This is enhanced as the learner accumulates information when conducting a reader's theatre to read texts related to extended family members.				

Values:

- Integrity: This is instilled as the learner displays transparency when peer assessing each other's reading for fluency.
- Social justice: This is enhanced as the learner accords equal opportunities to peers when conducting a reader's theatre to read texts related to extended family members.

Pertinent and contemporary issues (PCIs):

Social cohesion: This is promoted as the learner interacts with texts on the extended family, their roles and appreciates the family structure.

Link to other learning areas:

The learner is able to relate the concept on family to their learning of social structure of the society 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 Guided Reading: Reading Comprehension (2 Sessions) • <i>Main idea</i> • <i>Comprehension questions</i>	By the end of the sub-strand, the learner should be able to: a) identify the main idea in a text for comprehension, b) respond to questions on the theme in a text for comprehension, c) develop interest in reading Arabic texts for pleasure and understanding.	The learner is guided to: • collaborate with peers to read a text aloud, • make notes on the main idea in the text, • conduct a reader's theatre to read a text on the theme- My Surrounding, • circle nouns identified from the text, • work jointly to list the nouns on flashcards to create a collection of nouns, • answer direct and inferential questions from the texts read.	How can you extract specific information from a reading text?
Core competencies to be developed: • Learning to learn: This is enhanced as the learner is motivated to learn continuously when conducting a reader's theatre to read a text on the theme. • Critical thinking and Problem solving: This is enhanced as the learner analyses concepts when answering direct and inferential questions from the texts read.				

Values:

- Unity: This is promoted as the learner collaborates with peers to list the nouns on flashcards to create a collection of nouns.
- Love: This is enhanced as the learner respects others when collaborating with peers to read a text aloud.

Pertinent and contemporary issues (PCIs):

Environmental awareness: This is addressed as the learner relates with texts on towns and essential places within town.

Link to other learning areas:

The learner is able to relate the concept on reading for comprehension to their learning of fluency in English.

THEME 4 : TIME				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.4 Guided Reading: Reading Fluency (2 Sessions) - Speed - Poems-Specific details	By the end of the sub-strand, the learner should be able to: a) read texts at a good pace/speed for fluency, b) identify specific details from a text for comprehension, c) develop interest in reading Arabic texts.	The learner is guided to: - engage in reading short sentences on time telling at a reasonable pace, - collaborate with peers to assess the various speeds used when reading to ensure accuracy, - recite poems about importance of time in groups, - work with peers to identify specific details from the poems (<i>characters, persona, style, vocabulary</i>) - read level appropriate poems of interest independently during their free time.	How can you improve on your pace when reading Arabic texts?
Core competencies to be developed: - Learning to learn: This is enhanced as the learner manages tasks effectively when collaborating with peers to assess the various speeds used when reading to ensure accuracy. - Creativity and Imagination: These are promoted as the learner exchanges new ideas that inspire creativity when reciting poems about importance of time in groups.				
Values: Unity: This is promoted as the learner collaborates with peers to identify specific details from the poems.				
Pertinent and contemporary issues (PCIs): Citizenship: This is enhanced as the learner embraces the practices of time management skills when talking about telling time.				
Link to other learning areas: The learner is able to relate the concept of time to similar concepts as covered in Mathematics.				

THEME 5: FUN AND ENJOYMENT				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.5 Guided Reading: Reading Aloud (2 Sessions) • <i>Articulation</i> • <i>Verbal cues</i>	By the end of the sub-strand, the learner should be able to: a) read texts with the correct articulation, b) read texts aloud with the appropriate verbal cues, c) develop interest in reading Arabic texts.	The learner is guided to: • read a range of texts aloud about the theme, • answer direct and inferential questions in pairs, • work with peers to discuss various verbal cues used in reading, • read a given passage with appropriate verbal cues (<i>e.g. stress, intonation, tonal variation, pace</i>), • collaborate with peers to conduct a reading fluency contest for enjoyment and leisure, • independently read Arabic materials during free time at home.	1. How do you spend your free time? 2. Why are verbal cues important when reading?
Core competencies to be developed: • Self efficacy: This is promoted as the learner shows concerted efforts when reading a range of texts aloud about the theme – Fun and Enjoyment. • Critical thinking and Problem solving: These are enhanced as the learner analyses concepts to answer direct and inferential questions, in pairs.				

Values:

Peace: This is promoted as the learner displays trustworthiness towards peers when collaborating to conduct a reading fluency contest for enjoyment and leisure.

Pertinent and contemporary ssues (PCIs):

Environmental education: This is promoted as the learner interacts with texts on various scenic spots and tourist attractions.

Link to other learning areas:

The learner is able to relate the concept of tourist attraction spots to their learning of tourism in Social Studies.

THEME 6: FOOD AND DRINKS				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.6 Guided Reading: Reading Comprehension <i>(2 Sessions)</i> <i>Making predictions</i> <i>Comprehension questions</i>	By the end of the sub-strand, the learner should be able to: - make predictions on events in a text for comprehension, - respond to direct and inferential questions from a text for comprehension, - develop interest in reading Arabic texts.	The learner is guided to: - work jointly with peers to study illustrations and titles in a text, and predict possible events that the text could be about, - create a mind map on possible occurrences in the text based on the predictions made, - read the text aloud with accuracy and fluency, - answer direct and inferential questions related to the texts, - read level appropriate texts independently during free time.	- What do you consider when preparing meals? - How can we predict events in a text correctly before reading?
Core competencies to be developed: - Critical thinking and Problem solving: These are promoted as the learner analyses concepts to create a mind map on possible occurrences in the text based on the predictions made. - Self-efficacy: This is promoted as the learner shows concerted attention when reading the text aloud with accuracy and fluency.				

Values:

Social justice: This is enhanced as the learner accords equal opportunities to peers when working jointly to study illustrations and titles in a text and predict possible events.

Pertinent and contemporary issues (PCIs):

Lifestyle diseases: This are addressed as the learner interacts with texts on healthy meal preparation.

Link to other learning areas:

The learner is able to relate the concept of meal preparation to their learning of similar concepts in Agriculture.

THEME 7:MY BODY				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.7 Guided Reading: Extensive Reading (2 Sessions) <i>Selecting Grade appropriate texts</i> <i>Reading logs</i>	By the end of the sub-strand, the learner should be able to: - select appropriate reading materials from digital and non-digital sources, - read varied appropriate grade appropriate materials for lifelong learning, - create a reading log to monitor reading activities, - recommend to peers appropriate reading materials for enjoyment.	The learner is guided to: - collaborate with peers to select reading materials from various digital and non-digital sources, - conduct a silent reading session to read the materials identified, - make notes on the events in the texts, - prepare a reading log on the texts read indicating key details e.g. author, title, characters, events and personal opinion on text, - engage in reading activities for pleasure and understanding with assistance from parents, - collaborate with peers to form a reading club for Arabic materials.	Why is reading important?
Core competencies to be developed: - Communication and Collaboration: These are promoted as the learner contributes to group decision making when collaborating with peers to form a reading club for Arabic materials. - Learning to learn: This is promoted as the learner plans and manages tasks effectively when preparing a reading log on the texts read, indicating key details.				

Values:

Responsibility: This is promoted as the learner offers leadership or support when collaborating with peers to form a reading club for Arabic materials.

Pertinent and contemporary issues (PCIs):

Health awareness: This is addressed as the learner interacts with texts on the theme – My Body.

Link to other learning areas:

The learner is able to relate the concept on extensive reading to their learning of similar concepts in English.

THEME 8: WEATHER AND ENVIRONMENT				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.8 Guided Reading : Reading Comprehension (2 Sessions) <i>Relating people and events to real life</i> <i>Vocabulary building-infering meaning</i>	By the end of the sub-strand, the learner should be able to: a) relate characters and events in a text to real life, b) infer meaning of new words in a text for comprehension, c) develop interest in reading short Arabic texts for enjoyment.	The learner is guided to: • practice reading short passages on physical features from digital devices or any other reading materials, • collaborate with peers to share views on how the characters and events relate to real life, • identify vocabulary and phrases from the texts, • infer meaning of the new words based on context, • work jointly with peers to memorise and recite poems about physical features.	How are some text events similar to those in real life?
Core competencies to be developed: • Communication and Collaboration: These are enhanced as the learner speaks engagingly to share views on how the characters and events relate to real life. • Self-efficacy: This is enhanced as the learner shows concerted attention when practicing reading short passages on physical features from digital devices or any other reading materials.				

Values:

- Peace: This is enhanced as the learner works jointly with peers to memorise and recite poems about physical features.

Pertinent and contemporary issues (PCIs):

Environmental resources: This is addressed as the learner recognises and appreciates the physical features in his/her immediate environment.

Link to other learning areas:

The learner is able to relate the concept of relating events in real life to their learning in English.

THEME 9: GETTING AROUND				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.9 Guided reading : Reading comprehension (2 Sessions) <i>Mental images</i> <i>Summarising information</i>	By the end of the sub-strand, the learner should be able to: - identify mental images created from a text read, - summarise the main idea from a text for information, - develop a positive attitude towards reading for lifelong learning.	The learner is guided to: - participate in reading circles to read a text aloud on the theme, - describe the mental images created from texts read, - work jointly with peers to diagram the mental images from the texts to describe or summarise the text, - prepare a summary on the main idea from the text, - share their summaries with peers for peer review, - organize their mental illustrations from texts in a portfolio.	Why are images thought to be worth a thousand words?
Core competencies to be developed: - Communication and Collaboration: These are promoted as the learner participates in reading circles to read a text aloud on the theme. - Creativity and Imagination: These are enhanced as the learner exchanges ideas that inspire creativity when working with peers to diagram the mental images from the texts to describe or summarise the text.				

Values:

- Integrity: This is promoted as the learner displays transparency by sharing their summaries with peers for peer review.
- Responsibility: This is enhanced as the learner diligently organises their mental illustrations from texts in a portfolio.

Pertinent and contemporary issues (PCIs):

Economic issues: This is addressed as the learner recognises and appreciates different means of transport in their locality.

Link to other learning areas:

The learner is able to relate the concept of summarising texts into images with their learning of art in Creative Arts and Sports.

ASSESSMENT RUBRICS FOR STRAND: READING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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 natural and smooth flow and at an appropriate pace all through most part 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 natural and smooth flow and at an appropriate pace all through most part of the text. 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 auto-corrects self in the few errors made.	The learner reads simple text with natural and smooth flow and at an appropriate pace all through most part 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 stilted and choppy flow through most parts 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)
3.0 Writing	3.1 Guided Writing (2 Sessions) - Vocabulary building - Sentences	By the end of the sub-strand, the learner should be able to: - identify vocabulary used in formal and informal greetings and introduction, - use a range of vocabulary to construct sentences on greetings and introduction, - develop interest in writing Arabic texts.	The learner is guided to: - collaborate with peers to underline vocabulary used in formal and informal greetings and introduction, - copy nouns from a given display in groups, - construct simple sentences on greetings and introduction, - complete a broken dialogue on formal greetings and introduction, - work jointly with peers to practice free writing to develop good handwriting.	Why do we use different words when greeting others in formal and informal contexts?
Core competencies to be developed: Creativity and Imagination: These are enhanced as the learner exchanges new ideas that inspire creativity when completing a broken dialogue on formal greetings and introduction. Self-efficacy: This is promoted as learner shows defining writing skills when working jointly with peers to practice free writing to develop good handwriting.				

Values:

- Unity: This is promoted as the learner collaborates with peers to underline vocabulary used in formal and informal greetings and introduction.
- Responsibility: This is enhanced as the learner accepts constructive input when working jointly with peers to practice free writing to develop good handwriting and accepts others' input.

Pertinent and contemporary issues (PCIs):

Gender appreciation: This is addressed as the learner appreciates themselves and the opposite gender while working in groups or pairs to achieve goals.

Link to other learning areas:

The learner is able to relate the concept of greeting and introductions to the learning of polite language 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: Neatness and Legibility (2 Sessions) <i>Handwriting</i> <i>Paragraph writing</i>	By the end of the sub-strand, the learner should be able to: - identify features of neat and legible handwriting, - use basic descriptive words in writing neat and legible paragraphs, - appreciate the skill of writing for effective communication	The learner is guided to: - work with peers to discuss features of a neat and legible handwriting, - identify words used to describe members of the family and professions, - write the descriptive words on a chart for display, - use the descriptive words to write a paragraph neatly and legibly, - share their written work with peers for assessment, - put together a collection of neatly written work, - collaborate with peers to organise their neat and legible work in a class portfolio.	Why is it good to write clearly?
Core competencies to be developed: Creativity and Imagination: These are promoted as the learner shares new ideas that inspire creativity when writing a paragraph neatly and legibly. Self-efficacy: This is promoted as the learner shows concerted attention when working with peers to discuss features of a neat and legible handwriting.				

Values:

Responsibility: This is promoted as the learner diligently takes up assigned roles to organise their neat and legible work in a class portfolio.

Pertinent and contemporary issues (PCIs):

Social cohesion: This is promoted as the learner works with others to peer assess their work on ensuring neat and legible handwriting for effective communication.

Link to other learning areas:

The learner is able to relate the concept of neat and legible handwriting to the concept of neatness and legibility in English and Kiswahili.

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: Paragraph Writing (2 Sessions) <i>Vocabulary building</i> <i>Paragraphs</i>	By the end of the sub-strand the learner should be able to: a) identify vocabulary related to the theme from a given text, b) write a simple paragraph on the theme for effective communication, c) develop interest in writing Arabic.	The learner is guided to: - work with peers to pick out words related to their surrounding from a given display, - work jointly to build a vocabulary bank based on the theme, - collaborate with peers to play scrabble games forming simple words related to the theme, - construct sentences using vocabulary on the theme, - reorganise jumbled up sentences to form a coherent and neatly written paragraph based on the theme.	How can you improve your writing skills in Arabic?
Core competencies to be developed: - Critical thinking and Problem solving: These are enhanced as the learner analyses concepts by logical reasoning when reorganising jumbled up sentences to form a coherent and neatly written paragraph. - Creativity and Imagination: These are enhanced as the learner exchanges new ideas that inspire creativity when playing scrabble games forming simple words related to the theme.				

Values:

Love: This is enhanced as the learner displays trustworthiness when working jointly to build a vocabulary bank based on the theme.

Pertinent and contemporary issues (PCIs):

Social cohesion: This is promoted as the learner collaborates with peers to play scrabble games for vocabulary building.

Link to other learning areas:

The learner is able to relate the concept of vocabulary building to their learning of similar concepts in English and Kiswahili.

THEME 4 : TIME				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.4 Guided Writing: Descriptive Writing (2 Sessions) <i>Paragraph-coherence</i>	By the end of the sub-strand, the learner should be able to: a) organise ideas coherently to express an opinion, feeling and thought, b) apply basic descriptive words in writing a simple paragraph, c) appreciate the skill of writing to express feeling and opinion.	The learner is guided to: • write sentences from various clock faces to tell time in relation to school events, in groups, • prepare a mind map displaying events in school or home that happen at different times, • share the mind maps with peers for review, • collaborate with peers to organise the ideas in a logical sequence and occurrence, • write a coherent paragraph describing events using the sequenced ideas, • collaborate with peers to compete in rearranging jumbled up parts of a paragraph to make a meaningful text on telling time.	1. How can you manage your time well? 2. Why do we organise ideas in a paragraph?

Core competencies to be developed: • Learning to learn: This is promoted as the learner builds on their own learning experiences by sharing the mind maps with peers for review. • Creativity and Imagination: These are promoted as the learner exchanges new ideas that inspire creativity when preparing a mind map displaying events in school or at home, that happen at different times.
Values: Unity: This is enhanced as the learner collaborates with peers to organise the ideas in a logical sequence and occurrence.
Pertinent and contemporary issues (PCIs): Self management: This is promoted as the learner practices time management skills when talking about telling time.
Link to other learning areas: The learner is able to relate the concept of paragraph writing to their learning of similar concepts 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: Mechanics of Writing (2 Sessions) <i>Punctuation marks</i> <i>Imaginative compositions</i>	By the end of the sub-strand, the learner should be able to: a) apply appropriate punctuation marks in a written text, b) create a short imaginative writing to express feelings and ideas with correct punctuation, c) appreciate different Arabic writing styles.	The learner is guided to: - create flashcards with the various punctuation marks applied in arabic writing, - organise the flashcards in the class portfolio, - observe given pictures and write well punctuated sentences about scenic spots and tourist attractions (travel), - write a creative story on travelling with correct punctuation and share with peers, - review their own stories and assess for correct punctuation and presentation, - submit the best texts for a writing competition or magazine for publishing.	How would texts be if there no punctuation marks?

Core competencies to be developed:

- Creativity and Imagination: These are promoted as the learner exchanges new ideas that inspire creativity when writing a creative story with correct punctuation and share with peers.
- Learning to learn: This is promoted as the learner builds on their learning experience by submitting the best texts for a writing competition or magazine for publishing.

Values:

Responsibility: This is enhanced as the learner diligently organizes the flashcards in the class portfolio.

Pertinent and contemporary issues (PCIs):

Self management: This is promoted as the learner interacts with texts on constructive fun and enjoyment.

Link to other learning areas:

The learner is able to relate the concept of punctuation to their learning of similar concepts in English and Kiswahili.

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: Poetry <i>(2 Sessions)</i> <i>Simple poems</i> <i>Descriptive words</i>	By the end of the sub strand, the learner should be able to: a) construct sentences correctly, b) use basic descriptive words in writing a simple poem, c) appreciate the skill of writing for effective communication.	The learner is guided to: • team up to create a vocabulary bank with words related to the theme, • complete sentences using appropriate vocabulary on kitchen items and meals, • work jointly with peers to rearrange jumbled up sentences to make coherent and logic paragraphs, • derive words from the vocabulary list based on the theme to compose a simple poem, • collaborate with peers to memorise and recite the poem in class or during clubs and societies.	1. How do we keep our utensils clean? 2. Why should we write poems?

Core competencies to be developed:

- Critical thinking and Problem solving: These are promoted as the learner follows simple instructions to rearrange jumbled up sentences to make coherent and logic paragraphs.
- Creativity and Imagination: This is enhanced as the learner exchanges new ideas that inspire creativity when memorising and reciting the poem in class or during clubs and societies.

Values:

Unity: This is promoted as the learner teams up to create a vocabulary bank with words related to the theme.

Pertinent and contemporary issues (PCIs):

Lifestyle: This is addressed as the learner recognises and appreciates different ways of preparing meals for a healthy lifestyle.

Link to other learning areas:

The learner is able to relate the concept of poetry and its performance to their learning in Creative Arts and Sports.

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: Creative Writing (2 Sessions) <i>Sentences</i> <i>Creative texts</i>	By the end of the sub-strand, the learner should be able to: a) construct simple sentences using acquired vocabulary, b) write creative texts on the theme using descriptive words, c) develop interest in artistic expression through writing.	The learner is guided to: - listen to audio recording and write vocabulary related to the theme, - form sentences using descriptive words about feelings and emotions in small groups, - share the sentences with their peers for review, <i>e.g I am hungry today</i> - compose a simple story using vocabulary based on the theme, - identify verbs from texts, in pairs, - play a game of forming verbs from jumbled up letters .	How can you make a story more interesting in writing?
Core competencies to be developed: - Critical thinking and Problem solving: These are promoted as the learner analyses concepts to form sentences using descriptive words about feelings and emotions in small groups. - Digital literacy: This is promoted as the learner interacts with digital materials when listening to audio recordings and writing vocabulary related to the theme.				

Values:

Love: This is promoted as the learner displays trustworthiness when playing a game of forming verbs from jumbled up letters.

Pertinent and contemporary issues (PCIs):

Self awareness: This is promoted as the learner is encouraged to accept their feelings and emotions, and express them confidently.

Link to other learning areas:

The learner is able to relate the concept of writing stories to their learning of creative texts in English and Kiswahili.

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: Essay Writing (2 Sessions) <i>Vocabulary building</i> <i>Essays</i>	By the end of the sub-strand, the learner should be able to: - identify vocabulary related to the theme for comprehension, - write a simple essay using acquired vocabulary and expressions, - appreciate the skill of writing for effective communication.	The learner is guided to: - collaboratively make a list of vocabulary related to eather and environment, - organise the vocabulary in a portfolio for future reference, - work with peers to identify meaning of new words, - fill gaps to complete simple sentences with suitable words related to physical features, - collaborate with peers to write a neat and coherent essay related to the theme, - share their essays with peers for review.	What tips can you use to develop neat handwriting?
Core competencies to be developed: Creativity and Imagination: These are promoted as the learner exchanges new ideas that inspire creativity when writing a neat and coherent essay related to the theme. Learning to learn: This is promoted as the learner builds on their own learning experiences by sharing their essays with peers for review.				

Values:

Responsibility: This is promoted as the learner diligently organises the words in a portfolio for future reference.

Pertinent and contemporary issues (PCIs):

Climate change: This is addressed as the learner interacts with texts and engages in discussion around weather and the environment.

Link to other learning areas:

The learner is able to relate the concept of vocabulary building to their learning of similar concepts in English and Kiswahili.

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 : Creative Writing (2 Sessions) <i>Dialogue</i> <i>Logic in ideas</i>	By the end of the sub-strand, the learner should be able to: a) develop ideas logically in writing, b) write a dialogue related to the theme, c) develop positive attitude towards writing Arabic language.	The learner is guided to: • collaborate with peers to form simple sentences from substitution tables on means of transport, • brainstorm ideas on the theme to create a simple dialogue, • present the ideas logically in writing, • write a dialogue on the theme, • practise writing plays legibly and correctly during free times.	What are some of the challenges you face when composing texts?
Core competencies to be developed: • Creativity and Imagination: These are promoted as the learner exchanges new ideas that inspire creativity when writing a dialogue on the theme. • Citizenship: This is enhanced as the learner develops constructive dialogues when brainstorming ideas on the theme to create a simple dialogue.				
Values: • Unity: This is enhanced as the learner strives to achieve a common goal when brainstorming ideas on the theme to create a simple dialogue.				
Pertinent and contemporary issues (PCIs): Nationalism: This is promoted as learners embrace varied and divergent opinions when brainstorming ideas.				
Link to other learning areas: The learner is able to relate the concept of developing ideas logically to their learning of similar concepts in English.				

ASSESSMENT RUBRICS FOR THE STRAND: WRITING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches 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. 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 (CSL) PROJECT

Introduction

In Grade 8, 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 will be involved. 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 projects. 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 the development of core competencies and nurturing of values. Learners will undertake one common integrated class CSL project 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 lessons from the 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 project 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 project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies 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.	• Reading aloud. • Discussions. • Observations. • Quizzes. • Portfolio.	• School Open Days. • Kenya Music Festival. • Arabic Language Clubs. • Exchange Programs. • Tandem (face-to-face or

	• Poems. • Course books. • Magazines. • Internet. • Charts. • Posters. • Easy readers. • Menus.	• Reading for fluency. • Role play. • Learning logs. • Exit or Admit stamps. • Peer assessment. • Checklists.	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.
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