



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

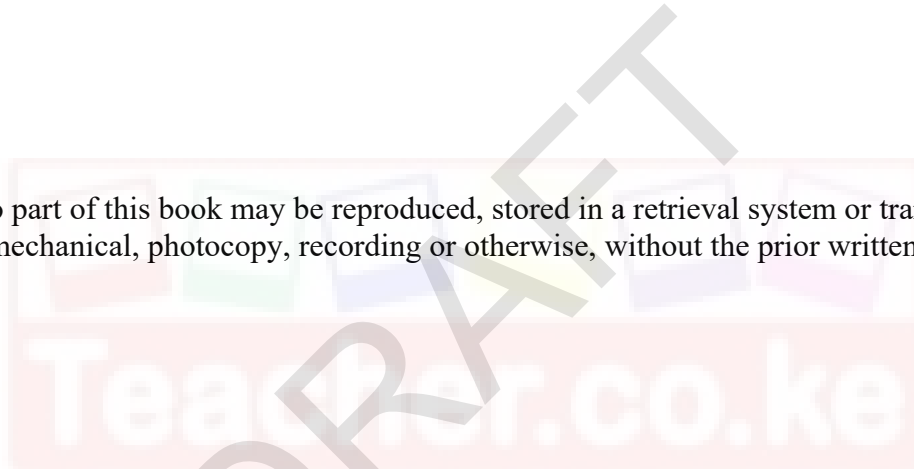
**ARABIC
GRADE 8**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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



ISBN: 978-9914-43-809-3

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The 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 Secondary School.

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

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

PROF. GEORGE A. O. MAGOHA, EGH
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 8 is the second level of the Junior Secondary School (JSS) in the new education structure.

Grade 8 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 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. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

JULIUS O. JWAN, PhD, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR EARLY LEARNING AND 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 curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the *Basic Education Curriculum Framework* (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 8 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 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 KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 8 and preparation of learners for Grade 9.

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

TABLE OF CONTENTS

| | |
|---|-----|
| FOREWORD | i |
| PREFACE | ii |
| ACKNOWLEDGEMENT | iii |
| TABLE OF CONTENTS..... | iv |
| LESSON ALLOCATION..... | v |
| NATIONAL GOALS OF EDUCATION | vi |
| LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL | ix |
| ESSENCE STATEMENT | ix |
| SUBJECT GENERAL LEARNING OUTCOMES..... | x |
| STRAND 1.0: LISTENING AND SPEAKING | 1 |
| STRAND 2.0: READING | 16 |
| STRAND 3.0: WRITING | 30 |
| STRAND 4.0: LANGUAGE STRUCTURES..... | 44 |
| COMMUNITY SERVICE LEARNING (CSL) PROJECT | 58 |
| ANNEX 1: LIST OF STRANDS, SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES..... | 62 |

LESSON ALLOCATION

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

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

iii) Promote individual development and self-fulfillment

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

iv) Promote sound moral and religious values

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

v) Promote social equality and responsibility

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

vi) Promote respect for and development of Kenya's rich and varied cultures

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

vii) Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

viii) **Promote positive attitudes towards good health and environmental protection**

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



LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

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

ESSENCE STATEMENT

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

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

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) Respond to spoken and written Arabic for effective communication
- b) Access information written in Arabic for further learning
- c) Write simple compositions on daily experiences
- d) Use language structures to communicate efficiently
- e) Appreciate the culture of Arabic-speaking people to promote national and international relationships for peaceful coexistence



STRAND 1.0: LISTENING AND SPEAKING

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|-----------------------------------|--|--|---|--|
| 1.0 Listening and Speaking | 1.1 Critical listening: School routine (4 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) state types of school programmes that make up the daily routine b) listen critically to texts on school programmes and daily routines c) appreciate the role of programmes in creating order in their daily routines | The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording of school programmes and routines and fill in blanks in a text • listen to an audio recording with mistakes and make a list of the mistakes • share the list orally with others • listen to an audio of words with <i>huruf al lisan</i> • listen actively to dialogues and respond to questions • discuss their experiences with school programmes and daily routine and their relation to time management in groups • make presentations on how to effectively manage time in their daily school routines and its impact on their learning in groups • visit a nearby school to benchmark their programmes and routines and how they influence the teaching and | <ol style="list-style-type: none"> 1. Why are routines and programmes important in a school? 2. Why do we need to listen critically? |

| | | | | |
|---|--|--|---|--|
| | | | learning process <ul style="list-style-type: none"> take photos or record videos | |
| Core Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration: Learner speaks clearly and effectively when they make presentations on how to effectively manage time in their daily school routines and its impact on their learning. Digital Literacy: Learner interacts with digital technology as they take photos or record videos of school routines and present them to peers. | | | | |
| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Time Management (Life Skills): Learner discusses how to effectively manage time in their daily school routines and its impact on their learning. | | | | |
| Values: <ul style="list-style-type: none"> Unity: Learner works harmoniously in groups as they discuss school programmes and daily routine and their relation to time management. | | | | |
| Link to other subjects: <ul style="list-style-type: none"> Learning is linked to Social Studies on the aspect of school programmes and Life Skills Education on effective time management. | | | | |

| Assessment Rubric | | | | |
|--|---|--|---|---|
| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| Ability to state school programmes and daily routine | Learner clearly and with conviction mentions the school programmes and daily routine. | Learner mentions the school programmes and daily routine. | Learner mentions some of the school programmes and daily routine correctly | Learner mentions school programmes and daily routine; requires assistance from others. |
| Ability to listen critically to texts | Learner listens critically to texts on school programmes and daily routines and responds to all instructions fluently and accurately. | Learner listens critically to texts on school programmes and daily routines and responds accurately to all instructions. | Learner listens critically to texts on school programmes and daily routines and but does not use complete sentences to respond to instructions. | Learner listens critically to texts on school programmes and daily routines and responds to instructions with a lot of prompting. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|---|--|
| 1.0 Listening and Speaking | 1.2 Selective listening: Bookshop (4 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify learning materials found in the bookshop b) listen selectively to texts for information c) acknowledge the service of book sellers in facilitating learning | The learner is guided to: <ul style="list-style-type: none"> • match types of books and stationeries found in a bookshop to pictures, charts, or flash cards • listen to an audio clip and identify vocabulary related to the bookshop • pronounce words with <i>al harakat at twaweelah</i> from flash cards, charts, or images • listen to a conversation from an audio recording and respond to questions orally • discuss with peers where they can source for learning materials and the roles played by book sellers in facilitating learning • visit their local bookshop and design a catalogue on the learning materials available | <ol style="list-style-type: none"> 1. How can we deduce essential information from an oral text? 2. How do bookshops influence our learning? |
| <p>Core Competency to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Learner creates with technology when they design a catalogue of learning materials available in their local bookshops. | | | | |

Pertinent and Contemporary Issues (PCIs):

- Interpersonal skills: Learner applies interpersonal skills when interacting with others.
- Consumer Awareness: Learner identifies the appropriate places where they can buy learning materials.

Values

- Respect: learner demonstrates respect as they interact with each other respectfully.

Link to other subjects:

- Learning is linked to other languages in terms of listening and speaking skills.

Assessment Rubric

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|--|---|---|
| Ability to identify different types of learning materials | Learner quickly identifies different types of learning materials | Learner identifies all the different types of learning materials found in the bookshop | Learner identifies most types of learning materials found in the bookshop. | Learner identifies some types of learning materials found in the bookshop |
| Ability to listen selectively for information | The learner always listens actively to audio texts on types of learning materials and accurately selects the required and varied information. | Learner listens actively to audio texts on types of learning materials and accurately selects the required information | Learner partially listens actively to audio texts on types of learning materials and accurately selects some of the required information. | Learner listens actively to audio texts on types of learning materials and selects the required information with considerable assistance. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|--|---|---|---|--|
| 1.0 Listening and Speaking | 1.3 Oral expressions: My home (3 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> mention items found in the kitchen describe the usage of kitchen equipment using appropriate vocabulary value the use of appropriate expressions for effective communication | The learner is guided to: <ul style="list-style-type: none"> match names of items found in the kitchen to pictures or flash cards in groups or pairs listen to tongue twisters or poems on (<i>swawamit</i>) sounds practice pronouncing words with silent (<i>swawamit</i>) sounds in groups or pairs listen to an audio recording describing the usage of kitchen equipment and items found in the kitchen and answer related questions record an audio clip as they recite a poem on (<i>swawamit</i>) sounds | <ol style="list-style-type: none"> Why is it important to know the uses of different kitchen equipment? How can one communicate effectively? |
| Core Competencies to be developed: <ul style="list-style-type: none"> Communication and Collaboration: Learner speaks clearly and effectively as they practice pronouncing words with silent (<i>swawamit</i>) sounds and discussing kitchen equipment usage. Digital Literacy: Learner creates with technology as they record an audio clip on (<i>swawamit</i>) sounds. | | | | |
| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Interpersonal Skills (Life Skills): Learner demonstrates interpersonal skills as they work harmoniously while participating in the learning activities. | | | | |
| Values: <ul style="list-style-type: none"> Love: Learner develops love as they learn to accommodate each other's opinion while working in groups. | | | | |

Link to other subjects:

- Learning is linked to Health Education and Home Science on the aspect of kitchen items and foreign languages on the element of phonological sounds.

Assessment Rubric

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|--|---|--|--|
| Ability to mention items found in the kitchen. | Learner clearly and readily mentions all the equipment and utensils found in the kitchen. | Learner mentions all the equipment and utensils found in the kitchen correctly. | Learner partially mentions the equipment and utensils found in the kitchen correctly. | Learner mentions the equipment and utensils found in the kitchen with assistance |
| Ability to describe usage of kitchen equipment. | Learner convincingly gives a detailed description of kitchen equipment and utensils using appropriate and varied vocabulary. | Learner describes the usage of kitchen equipment and utensils using the appropriate and correct vocabulary. | Learner describes the usage of kitchen equipment and utensils using appropriate vocabulary some of the time. | Learner describes the usage of kitchen equipment and utensils and exhibits gaps in appropriate vocabulary usage. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(S) |
|--|---|---|--|---|
| 1.0 Listening and Speaking | 1.4 Oral expressions : Eating etiquette (3 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> discuss eating etiquette in different contexts respond to oral instructions on eating etiquette value the importance of observing etiquette while taking meals | The learner is guided to: <ul style="list-style-type: none"> explain what eating etiquette entails in groups or pairs use various pictures or images to create an oral narrative on eating etiquette and make presentations listen to audio or audio-visual recordings about eating etiquette and respond to questions watch a video on the importance of observing etiquette while taking meals and discuss it with peers explain the place of respect when taking and sharing meals | <ol style="list-style-type: none"> Why do we observe etiquette while eating? How can one communicate effectively? |
| Core Competencies to be developed: <ul style="list-style-type: none"> Self-efficacy: Learner develops effective communication skills as they listen to audio or audio-visual recordings and respond to questions related to eating etiquette. Digital literacy: Learner interacts with technology to watch a video on the importance of observing etiquette while taking meals. | | | | |
| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Life skills: Learner acquires knowledge on the importance of observing correct eating etiquette while sharing meals. | | | | |
| Values: <ul style="list-style-type: none"> Respect: Learner explains the place of respect when taking and sharing meals. | | | | |

Link to other subjects:

- Home Science and Health Education teach aspects of food and eating etiquette.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|--|---|
| Ability to discuss eating etiquette. | Learner discusses all eating etiquettes mentioned in the given context correctly. | Learner discusses most of the eating etiquettes mentioned in the given context correctly. | Learner discusses eating etiquettes mentioned in the given context correctly some of the time. | Learner discusses eating etiquettes mentioned in the given context with assistance. |
| Ability to listen and respond to questions. | Learner clearly and correctly responds to all instructions on eating etiquette. | Learner correctly responds to all instructions on eating etiquette. | Learner correctly responds to most of the instructions on eating etiquette. | Learner responds to instructions on eating etiquette but lacks clarity. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|--|-----------------------------|
| 1.0 Listening and Speaking | 1.5. Oral Expressions: Diseases (4 lessons) | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) differentiate between curable and incurable diseases in texts a) respond to oral instructions on preventive measures against diseases b) practise healthy habits to prevent diseases | The learner is guided to: <ul style="list-style-type: none"> • discuss differences between curable and incurable diseases in groups or pairs • research (online or offline) on the rate of curable and incurable diseases in Kenya and the world • report on their findings • engage a resource person to explain and discuss the preventive measures for diseases • listen to comprehension and answer questions on the preventative measures for curable and incurable diseases • research online or offline other lifestyle diseases, their causes and effects in groups • dramatize a play or skit on healthy living habits in groups | How do we prevent diseases? |
| Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: Learner uses technology as they research online other lifestyle diseases, their causes and effects. • Communication and collaboration: Learner exhibits teamwork skills when they actively participate in dramatizing a play on healthy living habits. | | | | |
| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Lifestyle Diseases: Learner acquires skills associated with healthy living habits and how to relate with people affected by different diseases | | | | |

Values:

- Love: Learner develops love and care for people affected and infected with diseases.

Link to other subjects:

- Learning is linked to Home Science and Integrated science, which contain disease content.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|--|---|--|---|---|
| Ability to differentiate between curable and incurable diseases in texts | Learner clearly and confidently differentiates between curable and incurable diseases | Learner differentiates between curable and incurable diseases | Learner partially differentiates between curable and incurable diseases | Learner differentiates between curable and incurable diseases with assistance |
| Ability to respond to oral instructions on preventive measures against diseases. | Learner responds to all instructions on preventive measures against diseases and also gives curative measures | Learner responds to all instructions on preventive measures against diseases | Learner responds to most instructions on preventive measures against diseases | Learner responds to some instructions on preventive measures against diseases |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|--|--|--|---|---|
| 1.0 Listening and Speaking | 1.6 Oral Expressions: Leisure time (3 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) mention different leisure time activities in their daily lives b) talk about leisure time activities for recreation c) exhibit appreciation for leisure time activities in everyday life | The learner is guided to: <ul style="list-style-type: none"> • state different activities that you engage in during your leisure time • label pictures of varying leisure time activities from various visual stimuli • share their experiences on how they spend their leisure time in groups or pairs • create a questionnaire and collect data on how their peers use their leisure time appropriately and how to manage peer pressure about leisure time activities • make PowerPoint presentations on their findings • discuss how they can generate income from their leisure time activities • engage their families to plan and undertake leisure time activities and share their experiences in class | <ol style="list-style-type: none"> 1. Why is leisure time necessary? 2. How can one acquire authentic oral expressions in a foreign language? |
| Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: Learner creates a questionnaire and collects relevant data on how their peers use their leisure time appropriately. | | | | |

- Digital literacy: Learner creates with technology as they make PowerPoint presentations on their findings in their leisure time.

Pertinent and Contemporary Issues (PCIs):

- Parental engagement: Learner engages their families to plan and undertake leisure time activities and share their experiences in class.
- Peer education: Learner shares their findings on managing peer pressure regarding leisure time activities.
- Financial literacy: Learner discusses how one can turn their leisure time activities into a profession.

Values:

- Responsibility: Learner creates a questionnaire and collects data on how their peers use their leisure time appropriately.

Link to other subjects:

- Life Skills Education: Learning is linked to Life Skills Education on the aspects of time management.

Assessment Rubric

| Indicator | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|--|---|--|--|---|
| Ability to mention different leisure time activities in their daily lives. | Learner confidently and accurately mentions different leisure time activities in their daily lives. | Learner mentions the different leisure time activities in their daily lives. | Learner partially mentions different leisure time activities in their daily lives. | Learner mentions different leisure time activities in their daily lives with assistance. |
| Ability to talk about leisure time activities for recreation | Learner clearly and effectively talks about experiences on leisure time activities creatively and with appropriate expressions. | Learner talks about experiences on leisure time activities with appropriate expressions. | Learner occasionally talks about experiences on leisure time activities and uses some appropriate expressions. | Learner is guided to talk about experiences on leisure time activities but rarely uses appropriate expressions. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|--|--|---|--|--|
| 1.0 Listening and Speaking | 1.7 Selective Listening: Air Transport (3 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explore vocabulary related to air transport listen to a text on air transport for specific information appreciate the importance of observing safety precautions while travelling by air | The learner is guided to: <ul style="list-style-type: none"> search online or various print media for words related to air transport and the sections of the airport play a word game on vocabulary related to air transport in groups or pairs listen to an audio recording of air transport and areas of the airport and extract the main ideas design a brochure containing information on safety precautions to observe while travelling by air using various applications online or offline in groups | <ol style="list-style-type: none"> How do you ensure you are safe when travelling by air? How can you improve your selective listening skills? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital Literacy: Learner interacts with digital technology to design a brochure on safety precautions to observe while travelling by air. Creativity and Imagination: Learner networks to design a brochure containing information on safety precautions to observe while travelling by air using various applications. | | | | |

Pertinent and Contemporary Issues (PCIs):

- Safety and security: Learner acquires skills on ways to observe safety precautions while travelling by air.

Values:

- Responsibility: Learner takes personal responsibility to observe safety precautions when travelling by air.
- Unity: Learner works harmoniously in groups to execute different tasks.

Link to other subjects:

- Learning is linked to social studies which has content on means of air transport.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|--|---|--|--|
| Ability to use appropriate vocabulary. | Learner mentions the means of air transport and airport sections using correct, appropriate and varied vocabulary. | Learner mentions the means of air transport and the sections of the airport using correct and appropriate vocabulary. | Learner mentions the means of air transport and the sections of the airport using correct vocabulary some of the time. | Learner mentions the means of air transport and the sections of the airport with assistance. |
| Ability to listen to a text on air transport for specific information | Learner listens attentively to varied texts and picks out information. | Learner listens attentively to a text and picks out information. | Learner listens attentively to a text and picks out some of the information. | Learner listens and attempts to pick out information with assistance |

STRAND 2.0: READING

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|--|--|---|---|---|
| 2.0 Reading | 1.1 Reading silently: School Routine (3 lessons) | By the end of the sub strand, the learner should be able to: a) classify programmes and daily routine in school b) read texts silently for information c) recognise the place of independent reading in their learning | The learner is guided to: <ul style="list-style-type: none"> • mention the types of school programs and daily routine from a given passage • read words with <i>huruf al lisan</i> from flash cards • summarize the main ideas from a reading text • read texts silently and use pictures or drawings to retell the stories • read short passages or texts silently to develop their independent reading skills • discuss the importance of school programmes and daily routine and how they influence learning in groups or pairs • design a poster on the importance of programmes and schedules in managing time using various digital applications in groups | <ol style="list-style-type: none"> 1. How do school programmes and daily routine influence learning? 2. How does silent reading improve comprehension skills? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learner participates actively in discussing the importance of school programmes and daily routine and how they influence learning. • Digital literacy: Learner interacts with digital technology to design a poster on the importance of programmes and schedules | | | | |

in managing time.

Pertinent and Contemporary Issues (PCIs):

- Learner develops time management skills when learning about the importance of programmes and routine.

Values:

Responsibility: Learner demonstrates responsibility as they read silently to develop their independent reading skills.

Link to other subjects:

- Social studies: Learners link to Social Studies as they read about school programmes.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to classify programmes and daily routine. | Learner always correctly classifies the school programmes and daily routine. | Learner correctly classifies the school programmes and daily routine. | Learner correctly classifies the school programmes and daily routine most of the time . | Learner correctly classifies the school programmes and daily routine after considerable assistance. |
| Ability to read silently for information. | Learner reads texts and always brings out main ideas in details during discussions. | Learner reads texts and frequently brings out main ideas in details during discussions. | Learner reads texts and often brings out some main ideas in details during discussions. | Learner struggles to read texts and brings out ideas with little detail during discussions. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|---|---|---|
| 2.0 Reading | 2.2 Extensive reading: Bookshop (3 lessons) | By the end of the sub strand, the learner should be able to: a) identify vocabulary related to the bookshop in a reading text b) read extensively to develop general reading skills c) show interest in extensive reading of texts for enjoyment | The learner is guided to: <ul style="list-style-type: none"> • find and read out words related to bookshop from a puzzle • read a passage and underline different types of books and stationaries found in a bookshop • read words with <i>Al-harakaat At-twaweelah</i> from poems or tongue twisters • read various texts, passages, and short stories online or offline and give their opinion • organise a literacy field trip to exchange different books with peers to encourage extensive reading in the community • use various digital communication platforms or fliers to promote the field trip • discuss famous quotes from books related to integrity and moral development that helps them develop respectful relationships | How can you improve or develop your reading skills? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Learner exhibits active community life skills when organizing a literacy field trip to encourage extensive reading in the community. | | | | |

Pertinent and Contemporary Issues (PCIs):

- Social cohesion is encouraged as learners work harmoniously to organise a literacy field trip with peers.

Values:

- Integrity: Learner develops awareness of how integrity contributes to developing respectful relationships from the books they have read.

Link to other subjects:

- English and Kiswahili: Both languages have content on reading extensively.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|--|--|--|---|
| Ability to identify vocabulary related to the bookshop. | Learner confidently identifies all the vocabulary related to bookshop correctly. | Learner identifies all the vocabulary related to bookshop correctly. | Learner identifies most of the vocabulary related to bookshop correctly. | Learner identifies some of the vocabulary related to bookshop correctly |
| Ability to read extensively. | Learner readily reads a wide variety of texts. | Learner reads a wide variety of texts. | Learner partially reads a wide variety of texts. | Learner reads a variety of texts after constant prompting. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|--|--|---|--|---------------------------------------|
| 2.0 Reading | 2.3 Reading fluently: The kitchen (4 lessons) | By the end of the sub strand, the learner should be able to: a) extract names of items found in the kitchen from a passage b) read simple texts on the kitchen fluently c) enjoy reading books for vocabulary enrichment | The learner is guided to: <ul style="list-style-type: none"> • read short passages and underline items found in the kitchen • read words with silent (<i>swawamit</i>) sounds in groups or pairs • scan a poster giving information on uses of items found in the kitchen • read aloud the items found in the kitchen and their uses • search for and read short stories, poems, riddles, tongue twisters or texts from the internet • discuss with peers how to observe safety precautions and practices when using digital platforms • form book reading clubs with peers for language and personality development | Why is it important to read fluently? |
| Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: Learner uses digital devices to research on safety precautions and practices when using digital platforms. | | | | |
| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Clubs and societies: Learner actively participates in book reading clubs for language and personality development. | | | | |

Values:

- Responsibility is developed as learners observe safety precautions and practices when using digital platforms.

Link to other subjects:

- Computer Science: Learning is linked to Computer Science where safety and ethical use of digital devices is taught.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|--|---|---|---|
| Ability to extract names of items found in the kitchen. | Learner always identifies all names of items found in the kitchen correctly. | Learner identifies all names of items found in the kitchen correctly. | Learner identifies most of the names of items found in the kitchen correctly. | Learner needs support to identify names of items found in the kitchen correctly. |
| Ability to read texts fluently. | Learner reads varied texts on the kitchen with extreme clarity. | Learner reads varied texts on the kitchen clearly and fluently. | Learner reads texts on the kitchen with little clarity and fluency. | Learner makes an attempt to read texts on the kitchen but there is very little clarity and fluency. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|---|--|---|--|--|
| 2.0 Reading | 2.4 Reading silently: Eating etiquette (3 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify the correct eating etiquette in a reading passage read texts silently for meaning read texts for interest and information | The learner is guided to: <ul style="list-style-type: none"> read and extract correct eating etiquette from a simple dialogue read a passage or excerpts silently on correct eating etiquette and underline the key words read jumbled up sentences on correct eating etiquette and arrange them in the correct order summarize main ideas from a reading text search online or offline for appropriate texts on eating etiquette and read at their own pace and time research online different eating etiquette from various cultural backgrounds, make comparisons and share their findings in class | Why is observing eating etiquette important in different cultures? |
| Core Competencies to be developed: <ul style="list-style-type: none"> Citizenship: Learner exhibits social cultural sensitivity and awareness as they make comparisons on different eating etiquette from various cultural backgrounds. Digital Literacy: Learner connects using technology to research online different eating etiquette from various cultural backgrounds. | | | | |

Pertinent and Contemporary Issues (PCIs):

- Patriotism: Learner develops a sense of patriotism as they appreciate the various cultures in the country.

Values:

- Respect: Learner respects varying perspectives on eating etiquette.

Link to other subjects:

- Learners link to Home Science and Health Education as they read about correct eating etiquette.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---------------------------------------|---|---|--|---|
| Ability to identify eating etiquette. | Learner confidently and readily identifies the correct eating etiquette in a reading passage. | Learner identifies the correct eating etiquette in a reading passage. | Learner identifies the correct eating etiquette in a reading passage most of the time. | Learner identifies the correct eating etiquette in a reading passage when prompted. |
| Ability to read silently for meaning. | Learner meticulously reads texts and accurately brings out meaning and information in detail. | Learner reads texts and brings out meaning and information. | Learner reads texts and often brings out some meaning and information. | Learner reads texts silently but has difficulty bringing out meaning and information. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|--|---|--|---|---|
| 2.0 Reading | 2.5 Reading for information: Diseases (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> distinguish between curable and incurable diseases in texts read comprehension passages for information demonstrate love towards those affected with diseases | The learner is guided to: <ul style="list-style-type: none"> scan a reading text and identify specific terms on curable and incurable diseases read a passage or short text on diseases and differentiate between the curable and incurable diseases read texts on lifestyle diseases individually and summarize search on the internet preventive measures for lifestyle diseases and make presentations in groups research on various diseases and present their findings on display or project boards on methods of care to those affected and infected in the community create personal health goals and discuss the importance of investing in healthy lifestyle to save money | <ol style="list-style-type: none"> Why do we read? How do you read for information? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Critical thinking and problem solving: Learner researches on various diseases and how to care for those affected and infected. Digital Literacy: Learner connects using technology to search on the internet preventive measures for lifestyle diseases. | | | | |

Pertinent and Contemporary Issues (PCIs):

- Lifestyle diseases: Learner develops awareness on lifestyle diseases and their preventive measures.
- Financial literacy: Learner discusses the importance of investing in healthy lifestyle to save money.

Values:

- Love: Learner researches on methods of taking care of those affected and infected by diseases in the community.

Link to other subjects:

- Learning is linked to Health Education in the aspect of diseases.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|--|---|--|---|---|
| Ability to distinguish between curable and incurable diseases. | Learner clearly and easily distinguishes between curable and incurable diseases in reading texts. | Learner distinguishes between curable and incurable diseases in reading texts correctly. | Learner sometimes differentiates between the curable and incurable diseases correctly. | Learner is assisted to distinguish between curable and incurable diseases in reading texts. |
| Ability to read for information. | Learner reads texts and always brings out main ideas in details during discussions. | Learner reads texts and frequently brings out main ideas in details during discussions. | Learner reads texts and often brings out some main ideas in details during discussions. | Learner struggles to read texts and brings out scanty ideas during discussions. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|--|--|---|---|--|
| 2.0 Reading | 2.6 Reading silently: Leisure time (2 lessons) | By the end of the sub strand, the learner should be able to: a) extract vocabulary on leisure time from a reading text b) read texts silently for information c) appreciate leisure time for relaxation and socialization. | The learner is guided to: <ul style="list-style-type: none"> underline vocabulary related to leisure from a reading text read simple dialogues on lesiure time and answer related questions read silently short texts on school holidays, picnics and trips for information research online different leisure time activities and share their findings in class discuss how friends can influence choice of lesiure activities and how it can be used as an alternative to harmful behaviour debate on the benefits of participating in lesiure time activities verses not participating | <ol style="list-style-type: none"> Why is silent reading an important skill to learn? How can you spend your leisure time responsibly? |
| Core Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration: Learner speaks engagingly as they debate on the benefits of participating in leisure time activities verses not participating. Digital literacy: Learner connects using technology to research on different leisure time activities. | | | | |
| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Peer pressure: Learner discusses how friends can influence choice of leisure activities and how they can be used as an alternative to harmful behaviour. | | | | |
| Values: <ul style="list-style-type: none"> Respect: Learner works harmoniously with each other to accomplish various tasks. | | | | |

Link to other subjects:

- Life skills Education: Learning is linked to Life Skills where content on self-awareness is taught.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|--|--|
| Ability to list vocabulary on leisure time. | Learner clearly and correctly lists vocabulary related to leisure time from a reading text. | Learner correctly lists vocabulary related to leisure time from a reading text. | Learner correctly lists vocabulary related to leisure time from a reading text most of the time. | Learner lists vocabulary related to leisure time from a reading text when prompted. |
| Ability to read texts for information. | Learner reads silently for information and answers all questions accurately. | Learner reads silently for information and answers all questions. | Learner reads silently for information and answers most of the questions correctly. | Learner has difficulty reading silently for information and answering the questions. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|---|---|---|---|--------------------------------|
| 2.0 Reading | 2.7 Intensive reading: Air transport (4 lessons) | By the end of the sub strand, the learner should be able to: a) identify vocabulary on air transport b) read intensively a passage on air transport c) exhibit interest in reading texts | The learner is guided to: <ul style="list-style-type: none"> • read short texts and match vocabulary on air transport to their corresponding pictures • read short passages on means of air transport, sections of the airport and airline safety • underline the difficult words in the passages • find the meaning of the words and summarize the passages • answer questions on the passages • scan jumbled up paragraphs and read them carefully to put them in their correct order • read short texts on air transport and match headings to paragraphs • research online strategies for effective reading skills and shares with peers | How do you know a good reader? |
| Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: Learner uses technology to search for strategies to enhance their reading skills. | | | | |
| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Peer education: Learner shares strategies for effective reading skills with peers. | | | | |
| Values: <ul style="list-style-type: none"> • Love: The value is fostered as learners share with peers ways to improve their reading skills. | | | | |

Link to other subjects:

- Social studies: Learners link their learning to social studies where means of transport are discussed.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|--|---|---|--|---|
| Ability to identify vocabulary on air transport. | Learner clearly and convincingly identifies all the vocabulary on air transport. | Learner identifies all the vocabulary on air transport correctly. | Learner partially identifies vocabulary on air transport correctly. | Learner identifies vocabulary on air transport after several attempts. |
| Ability to read intensively. | Learner uses a variety of strategies to read a passage on air transport and makes detailed notes. | Learner reads a passage on air transport and makes notes. | Learner reads a passage on air transport and demonstrates some understanding of the content. | Learner reads a passage on air transport and struggles to understand the content. |

STRAND 3.0: WRITING

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|--|--|---|
| 3.0 Writing | 3.1 Guided writing: School Routine (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify school programmes and daily routine from a written text b) write texts on school programmes and daily routine c) value school programs and daily routine in shaping the learners' behavior | The learner is guided to: <ul style="list-style-type: none"> listen to an audio recording and list the school programmes and daily routine write simple sentences using vocabulary on school programmes and daily routine make a schedule of their daily routine using various digital applications interview their peers on their daily routines and take notes write a short text on the importance of school programs and routines compare their school programmes and daily routine with those of their neighbouring schools and share findings | <ol style="list-style-type: none"> Why is it important to schedule activities? How can your choice of words influence your writing? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: Learner plans and manages their time effectively as they make their daily schedules. Digital literacy: Learner interacts with digital technology to make a schedule of their daily routine. Communication and collaboration: Learner writes fluently and in an organised manner on the importance of school programs and routines. | | | | |

| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Life skills: Learner acquires time management skills as they make schedules of their daily routine. | | | | |
|--|--|--|---|--|
| Values: Integrity: Learner exhibits appreciation for managing time wisely and doing the right thing at all times without supervision. | | | | |
| Link to other subjects: <ul style="list-style-type: none"> Learning is linked to Life skills on the aspect of time management. | | | | |
| Assessment Rubric | | | | |
| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| Ability to identify school programmes and daily routine. | Learner always identifies school programmes and daily routine correctly. | Learner usually identifies school programmes and daily routine correctly. | Learner sometimes identifies school programmes and daily routine correctly. | Learner rarely identifies school programmes and daily routine correctly. |
| Ability to write correct sentences. | Learner writes correct sentences using precise and varied vocabulary related to school programmes. | Learner writes correct sentences using sufficient vocabulary related to school programmes. | Learner writes correct sentences using limited vocabulary related to school programmes. | Learner writes sentences using very limited vocabulary related to school programmes. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|---|--|---|--|--|
| 3.0 Writing | 3.2 Descriptive writing: Bookshop (2 lessons) | By the end of the sub strand, the learner should be able to: a) list different items found in a bookshop b) write descriptive texts using vocabulary from the context c) exhibit interest in writing descriptive texts | The learner is guided to: <ul style="list-style-type: none"> • listen to an audio clip and write down the different items found in a bookshop • fill in blanks in a written text while listening to an audio recording • write simple sentences on stationary and different types of books in a bookshop • write short descriptive texts from pictures related to the bookshop • form writing clubs with peers for language and personality development • discuss with peers ways to improve writing skills and make Powerpoint presentations | Why do you need to sequence your ideas when writing? |
| Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: Learner interacts with digital technology to make PowerPoint presentations on ways to improve writing skills. | | | | |
| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Clubs and societies: Learner actively participates in writing clubs for language and personality development. | | | | |
| Values: <ul style="list-style-type: none"> • Unity: Learner demonstrates unity by working together with others to list vocabulary from the context. | | | | |
| Link to other subjects: <ul style="list-style-type: none"> • English, German: All the languages have content on writing descriptive texts. | | | | |

| Assessment Rubric | | | | |
|--------------------------------------|---|--|--|---|
| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| Ability to list items in a bookshop. | Learner lists all items found in a bookshop correctly all the time. | Learner lists all items found in a bookshop correctly most of the time. | Learner lists most items found in a bookshop correctly some of the time. | Learner requires assistance to list items found in a bookshop. |
| Ability to write descriptive texts. | Learner writes descriptive texts using the vocabulary learnt on the bookshop, text has excellent organisation of ideas. | Learner writes descriptive texts using the vocabulary learnt on the bookshop, text has good organisation of ideas. | Learner writes descriptive texts using the vocabulary learnt on the bookshop, text has confusing ideas occasionally. | Learner writes descriptive texts on the bookshop that greatly lacks organisation. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|---|---|---|--|---|
| 3.0 Writing | 3.3 Creative Writing: The kitchen (4 lessons) | By the end of the sub strand, the learner should be able to: a) classify items found in the kitchen from texts b) write creative texts on various themes c) develop interest in creative writing for enjoyment | The learner is guided to: <ul style="list-style-type: none"> • list items found in the kitchen as dictated by others • describe items found in the kitchen and explain how each is used in writing • discuss factors to consider when buying kitchen items in groups or pairs • write short creative texts on various themes using flashcards, pictures, illustrations and other visual stimuli • research online factors to consider when writing creatively in groups or pairs and share findings • write a short skit or play on ways of observing hygiene and being responsible in the kitchen and dramatize in class | <ol style="list-style-type: none"> 1. Why is creative writing an important skill to learn? 2. How do we classify kitchen items? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learner writes short creative texts fluently and coherently on various themes. • Digital literacy: Learner connects using technology to research on factors to consider when writing creatively. | | | | |

Pertinent and Contemporary Issues (PCIs):

- Consumer awareness: Learner discusses factors to consider when buying kitchen items.
- Personal hygiene: enhanced as learners dramatize ways of observing hygiene in the kitchen.

Values:

- Unity: Learner demonstrates unity when collaborating to research on factors to consider when writing creatively.

Link to other subjects:

- Learners link to Home Science where they learn about home management.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|----------------------------------|--|--|---|---|
| Ability to classify items. | Learner accurately classifies all items found in the kitchen. | Learner accurately classifies most items found in the kitchen. | Learner accurately classifies some items found in the kitchen. | Learner struggles to classify items found in the kitchen. |
| Ability to write creative texts. | Learner writes exceptionally clear, logical and easy to understand creative texts on various themes. | Learner writes clear, logical and easy to understand creative texts on various themes. | Learner writes fairly clear, logical and easy to understand creative texts on various themes. | Learner writes creative texts on various themes, texts not clear. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|---|--|--|---|--|
| 3.0 Writing | 3.4 Guided writing: Eating etiquette (3 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> select appropriate vocabulary to write texts on eating etiquette write short texts about correct eating etiquette value writing to improve handwriting skills | The learner is guided to: <ul style="list-style-type: none"> list vocabulary on eating etiquette from audio or audio visual recordings use the vocabulary acquired to construct sentences form sentences from a substitution table in groups or pairs write sentences in pairs or groups using <i>Kitabatul Hamza</i> research online or offline eating etiquette from various cultures and write short texts about the importance of observing correct eating etiquette collect their written work in the learners' keepsake book discuss in groups or pairs the importance of writing legibly to enhance effective communication | How can you communicate effectively through writing? |
| Core Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration: Learner works collaboratively when they form sentences from a substitution table in groups or pairs. Digital literacy: Learner connects using technology to research on eating etiquette from various cultures. | | | | |

| | | | | |
|--|---|---|--|--|
| Pertinent and Contemporary Issues (PCIs): | | | | |
| <ul style="list-style-type: none"> Effective Communication: Learner values the importance of effective communication through writing. | | | | |
| Values: | | | | |
| Respect: Learner appreciates eating etiquette from various cultures. | | | | |
| Link to other subjects: | | | | |
| <ul style="list-style-type: none"> Learning is linked to Religious Studies in the aspect of eating etiquette. | | | | |
| Assessment Rubric | | | | |
| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| Ability to select appropriate vocabulary. | Learner selects a wide range of vocabulary appropriately to write texts related to eating etiquette, conveys meaning clearly. | Learner writes texts related to eating etiquette using sufficient vocabulary to convey meaning. | Learner selects limited vocabulary to write texts related to eating etiquette. | Learner selects very limited vocabulary to write texts related to eating etiquette. |
| Ability to write short texts. | Learner writes very well organised and coherent texts on correct eating etiquette. | Learner writes adequately organised and coherent texts on correct eating etiquette. | Learner writes texts on correct eating etiquette, text lacks organisation and coherence. | Learner requires much prompting to write texts on correct eating etiquette, texts lack organisation and coherence. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|--|--|--|---|---|
| 3.0 Writing | 3.5 Guided Writing: Diseases (3 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> use appropriate vocabulary to write texts related to diseases create short texts using acquired vocabulary on diseases exhibit appreciation for consumer protection | The learner is guided to: <ul style="list-style-type: none"> listen to an audio recording and list curable and incurable diseases extract vocabulary on diseases from a written passage construct simple sentences using the vocabularies rearrange scrambled up words and write correct sentences use pictures, illustrations or images to write short texts on diseases research online the need for consumer protection and ways of mitigating consumer concerns and compare their findings with peers discuss the importance of reading product ingredients and expiry dates with regards to medical prescriptions | What strategies can you use to write effectively? |
| Core Competencies to be developed: <ul style="list-style-type: none"> Digital literacy: Learner connects using technology to research the need for consumer protection and ways of mitigating consumer concerns. | | | | |
| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Consumer protection: Learner discusses the importance of reading labels on medical prescriptions. | | | | |

Values:

- Unity: Learner demonstrates unity as they work together to research on ways of mitigating consumer concerns.

Link to other subjects:

- Learning is linked to Health Education on the aspect of diseases.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|-------------------------------|--|---|--|--|
| Ability to use vocabulary. | Learner uses a wide range of vocabulary to write texts related to diseases, conveys meaning clearly. | Learner writes texts related to diseases using sufficient vocabulary to convey meaning. | Learner uses limited vocabulary to write texts related to diseases. | Learner uses very limited vocabulary to write texts related to diseases. |
| Ability to write short texts. | Learner writes very well organised and coherent texts on diseases. | Learner writes adequately organised and coherent texts on diseases. | Learner writes texts on diseases, text lacks organisation and coherence. | Learner requires much prompting to write texts on diseases, texts lack organisation and coherence. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|---|--|--|--|--|
| 3.0 Writing | 3.6 Guided writing: Leisure time (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify leisure activities found in everyday life apply Arabic calligraphy in writing texts appreciate the diversity of Arabic calligraphy | The learner is guided to: <ul style="list-style-type: none"> list various leisure activities found in a written passage use pictures or drawings to write short descriptive texts on leisure time activities make scrap books using pictures, images, drawings and short passages of their favourite leisure activities identify the different forms of Arabic calligraphy from visual stimuli in groups or pairs write words and sentences using the different forms of Arabic calligraphy analyze the different Arabic calligraphy scripts and make PowerPoint presentations in class create Arabic calligraphy art in groups and post in the school notice board | How can you improve on your handwriting? |
| Core Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration: Learner writes words and sentences clearly and correctly, using the different forms of Arabic calligraphy. Digital literacy: Learner interacts with digital technology to make PowerPoint presentations on the different Arabic | | | | |

| | | | | |
|--|--|---|---|---|
| calligraphy scripts. | | | | |
| Pertinent and Contemporary Issues (PCIs): | | | | |
| <ul style="list-style-type: none"> • Friendship formation skills are developed as learners engage in group activities. | | | | |
| Values: | | | | |
| <ul style="list-style-type: none"> • Unity: Learner works harmoniously in groups to create art using Arabic calligraphy. | | | | |
| Link to other subjects: | | | | |
| <ul style="list-style-type: none"> • Learner links their learning to Visual Art where they learn about calligraphy. | | | | |
| Assessment Rubric | | | | |
| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| Ability to identify leisure activities. | Learner exemplarily identifies all leisure activities mentioned in a written passage and writes them down correctly. | Learner identifies most leisure activities mentioned in a written passage and writes them down correctly. | Learner identifies some leisure activities mentioned in a written passage and writes them down correctly. | Learner identifies leisure activities mentioned in a written passage with assistance. |
| Ability to write texts. | Learner writes very well-organized texts neatly using the different forms of Arabic calligraphy. | Learner writes adequately organized texts neatly using the different forms of Arabic calligraphy. | Learner writes texts using the different forms of Arabic calligraphy, texts lacks organization. | Learner is assisted to write texts using the different forms of Arabic calligraphy; texts have neither organization nor paragraphing. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|--|---|--|---|----------------------------------|
| 3.0 Writing | 3.7 Creative Writing: Air Transport (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> state vocabulary related to air transport write short creative texts using vocabulary on air transport design a brochure on air safety show enthusiasm in writing creative texts | The learner is guided to: <ul style="list-style-type: none"> list means of air transport and sections of the airport from a written text match vocabularies on air transport with their correct meanings from a table organize ideas and write short creative texts using vocabulary on air transport debate the pros and cons of using air transport and discuss in class interview each other and share their personal experiences or viewpoints on how to observe safety while using air transport design a digital brochure on safety precautions to observe while travelling by air form a writing club or corner to enhance their writing skills | What makes a good creative text? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: Learner interacts with digital technology to design a digital brochure on safety precautions to observe while travelling by air. Creativity and imagination: Learner networks by forming a writing club or corner to enhance their writing skills. | | | | |

Pertinent and Contemporary Issues(PCIs):

- Clubs and societies: Learner actively participates in forming a writing club or corner to enhance their writing skills.

Values:

- Responsibility: Learner becomes responsible for ensuring that they observe safety while using air transport.

Link to other subjects:

- Learners link their learning to Social Studies in relation to air transport.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|--|---|
| Ability to state vocabulary on air transport. | Learner states all the vocabulary related to air transport from a written text correctly. | Learner correctly states most of the vocabulary related to air transport from a written text correctly. | Learner states some of the vocabulary related to air transport from a written text correctly. | Learner has difficulty stating vocabulary related to air transport from a written text correctly. |
| Ability to write texts. | Learner writes clear and logical creative texts using a wide range of vocabulary on air transport. | Learner writes clear and logical creative texts using sufficient vocabulary on air transport. | Learner writes fairly clear and logical creative texts using limited vocabulary on air transport. | Learner uses very limited vocabulary on air transport to write creative texts, texts are not clear. |
| Ability to design a brochure. | Learner exceptionally designs an informative brochure on safety precautions to observe while travelling by air. | Learner designs an informative brochure on safety precautions to observe while travelling by air. | Learner designs an informative brochure on safety precautions to observe while travelling by air with minimal support. | Learner designs an informative brochure on safety precautions to observe while travelling by air with a lot of support. |

STRAND 4.0: LANGUAGE STRUCTURES

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|--------------------------------|---|---|---|---|
| 4.0 Language structures | 4.1 Adverbs of time and place (3 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify the adverbs of time and place in the context construct simple sentences using the adverbs of time and place value the importance of using grammar for language skills improvement | The learner is guided to: <ul style="list-style-type: none"> extract adverbs of time in sentences on daily school routines (<i>nal'abu qabla – Ikhuruj minal madrasa</i>) (<i>raja'naa ila lbaiti ba'da intihaai duruus</i>) write short sentences on what they do at break time containing adverbs of place; (<i>nudhaakiru duruusa amama lfasli inda lfus-hati</i>) (<i>najri haulal maidaani</i>) identify adverbs of time and place (<i>Dhwarf zamaan, Dhwarf Makaan</i>) from the sentences on cleaning the school compound in groups <i>qabla,ba'ada amaama , dakhil...</i>, construct short sentences on school programmes using the adverbs of time and place. <i>Naqifu fi thwaabaur as-swabahi qabla dukhuulina fil fusuuli</i> in pairs search the internet on daily routines of other schools outlining the similarities and differences for further improvement and | <ol style="list-style-type: none"> How do we use adverbs of time and place? What is the importance of having a daily program? |

| | | | | |
|--|--|--|--|--|
| | | | suggestions <ul style="list-style-type: none"> • make presentations in the Arabic club in pairs | |
|--|--|--|--|--|

Core Competencies to be developed:

- Learning to learn: Learner works collaboratively with others to identify adverbs of time and place.
- Digital literacy: Learner connects using technology to search for the similarities and difference in daily school routines.

Pertinent and Contemporary Issues (PCIs):

- Clubs and Societies: Learner makes presentations on the similarities and differences in daily school routines in the Arabic club.

Values:

- Responsibility: Learner exhibits responsibility through planning their time at school and cleaning their school compound.

Link to other subjects:

- Learning is linked to social studies on the aspect of school.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|--|---|---|--|---|
| Ability to identify adverbs of time and place. | Learner aptly identifies adverbs of time and place correctly in a given text. | Learner identifies adverbs of time and place correctly in a given text. | Learner partially identifies adverbs of time and place in a given text. | Learner identifies adverbs of time and place in a given text with assistance. |
| Ability to construct sentences. | Learner's sentences are well constructed using adverbs of time and place. | Learner's most sentences are well constructed with adverbs of time and place. | Learner construct sentences using adverbs of time and place but others are incomplete. | Learner's sentences on adverbs of time and place lack proper construction. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|--|---|---|
| 4.0 Language structures | 4.2 The accusative object (3 lessons) | By the end of the sub strand, the learner should be able to: a) identify the accusative object from given sentences b) construct simple sentences using the accusative object c) appreciate the correct use of the accusative object in developing communication skills | The learner is guided to: <ul style="list-style-type: none"> identify the accusative object in short sentences on the bookshop (<i>Qaraa - athwaalibu al-kitaaba</i>) vocalize (<i>i'raab</i>) the accusative object (<i>ishtaraitu al-qalama</i>) in pairs construct simple sentences using the accusative objects (<i>Al-Maf'oul Bihi</i>) extract accusative objects from a recorded dialogue on the stationaries in a bookshop discuss the role of parents in helping learners select the appropriate books for reading | Why is it important to use the accusative object correctly? |
| Core Competencies to be developed: | | | | |
| <ul style="list-style-type: none"> Digital literacy: Learner interacts with digital technology as they extract stationery and different types of books in a bookshop from a recorded dialogue. | | | | |
| Pertinent and Contemporary Issues(PCIs): | | | | |
| <ul style="list-style-type: none"> Parental engagement and Mentorship: Learner is guided by parents or caregivers in selecting appropriate reading books. | | | | |
| Values: | | | | |
| <ul style="list-style-type: none"> Responsibility and integrity: Learner selects and reads appropriate books for personal development. | | | | |
| Link to other subjects: | | | | |
| <ul style="list-style-type: none"> Learning is linked to languages on the aspects of grammar (accusative objects). | | | | |

| Assessment Rubric | | | | |
|--|--|--|--|--|
| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| Ability to identify the accusative object. | Learner promptly and convincingly identifies the accusative objects in a given text. | Learner identifies all accusative objects in a given text correctly. | Learner identifies some of the accusative objects in a given text. | Learner identifies accusative objects in a given text with assistance. |
| Ability to use accusative object in sentences. | Learner makes excellent use of accusative object in simple sentences. | Learner uses accusative object correctly in simple sentences. | Learner makes some errors in usage of accusative object in simple sentences. | Learner makes many errors in use of accusative object in simple sentences. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|---|---------------------------------|
| 4.0 Language structures | 4.3 Modal auxiliary verbs (4 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify the modal auxiliary verbs in a sentence use the modal auxiliary verbs in sentences recognize the importance of using modal auxiliary verbs for effective communication | The learner is guided to: <ul style="list-style-type: none"> read sentences on items found in the kitchen and extract modal auxiliary verbs (<i>Kaana al-qidru saakhinan</i>) (kaana, asbaha, amsa) identify the last vowel of the two nouns used with the auxiliary verb <i>Asbaha al maau baaridan</i> in the given sentences individually construct sentences on the use of kitchen utensils using modal auxiliary verbs (<i>Kana wa Akhawatuha</i>) carry out short conversations using the modal auxiliary verbs in pairs use dialogues to inquire from each other how best utensils can be cleaned and stored using the auxiliary verbs | What are modal auxiliary verbs? |
| Core Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration: Learner applies active listening and speaking skills to carry out short conversations and dialogues using modal auxiliary verbs. | | | | |
| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Peer education: Learner assists others in using modal auxiliary verbs while conversing. | | | | |

| | | | | |
|--|--|--|---|---|
| Values: | | | | |
| <ul style="list-style-type: none"> Respect: Learner engages in group discussions harmoniously and with respect for the opinion of others. | | | | |
| Link to other subjects: | | | | |
| <ul style="list-style-type: none"> Learning is linked to Home science on the aspects of hygiene. | | | | |
| Assessment Rubric | | | | |
| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| Ability to identify modal auxiliary verbs in sentences. | Learner easily and confidently identifies modal auxiliary verbs used in sentences. | Learner easily identifies modal auxiliary verbs used in sentences. | Learner identifies most of the modal auxiliary verbs used in sentences. | Learner hardly identifies modal auxiliary verbs used in sentences |
| Ability to use of modal auxiliary verbs. | Learner constructs sentences using appropriate and correct modal auxiliary verbs. | Learner constructs sentences using correct modal auxiliary verbs. | Learner constructs sentences using most of the modal auxiliary verbs correctly. | Learner construct sentences using a few of the modal auxiliary verbs. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|---|---|---|---|--|
| 4.0 Language structures | 4.4 Abrogative articles (4 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify the abrogative articles in given texts construct sentences using the abrogative articles develop effective communication skills | The learner is guided to: underline abrogative articles in a passage on eating etiquette (<i>Inna</i> and its sisters) <ul style="list-style-type: none"> construct sentences on eating etiquette and lifestyle diseases using abrogative articles discuss the functions of inna in sentences that start with a noun (nominal sentences) vocalize the ismu inna and khobar inna in groups construct sentences using the sisters of inna; (<i>ka-anna, anna, laita, Laakina...</i>) and then presents the same to the entire class prepare a digital chart showing different abrogative articles and their functions in a sentence in groups | What is the function of inna in a nominal sentence? |
| Core Competencies to be developed: <ul style="list-style-type: none"> Self-efficacy: Learner develops effective communication skills as they identify and vocalize the two nouns in a nominal sentence. | | | | |

Pertinent and Contemporary Issues (PCIs):

- Health education: Learner constructs sentences on lifestyle diseases and appreciate the importance of eating etiquette.

Values:

- Respect and love: Learner works in groups to create a chart on abrogative articles.

Link to other subjects:

- Learning is linked to Religious education in the aspects of eating etiquette.

Assessment Rubric

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|--|---|--|---|
| Ability to identify abrogative articles. | Learner easily and confidently identifies abrogative articles in given texts. | Learner easily identifies the abrogative articles in a given text. | Learner identifies most of abrogative articles from a given text. | Learner rarely identifying abrogative articles in a given text. |
| Ability to construct sentences using abrogative articles. | Learner constructs sentences using the abrogative articles and vocalizes the nouns correctly and accurately. | Learner constructs sentences using the abrogative articles and vocalizes the nouns correctly. | Learner sometimes constructs sentences using the abrogative articles and vocalizes the nouns correctly | Learner constructs sentences using the abrogative articles and vocalizes the nouns correctly with assistance. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|--|
| 4.0 Language structures | 4.5 Active and passive verb (5 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> differentiate between active and passive verb in given sentences use the active and passive verbs correctly in sentences develop interest in language structures for effective communication | The learner is guided to: <ul style="list-style-type: none"> identify active and passive verb in sentences on common diseases (<i>Mabniyyu lil Ma'luun wal Mabniyyu lil Maj'uul</i>) change an active verb to a passive one in sentences construct simple sentences on diseases affecting the society using the active and passive voices ask questions in pairs on how to prevent oneself from diseases using active and passive voices listen to an audio on the spread of diseases and extract from it the active and passive voices use digital devices to make a summary of the active and passive voices and present in class | <ol style="list-style-type: none"> How do we differentiate active and passive voices? How can one prevent diseases from spreading? |
| Core Competencies to be developed: | | | | |
| <ul style="list-style-type: none"> Digital literacy: Learner interacts with digital technology to make a summary of the active and passive voices. | | | | |
| Pertinent and Contemporary Issues (PCIs): | | | | |
| <ul style="list-style-type: none"> Life style diseases: Learner acquires knowledge on diseases affecting the society. | | | | |

Values:

- Love and unity: Learner works together with peers to summarize the active and passive voices.

Link to other subjects:

- Learning is linked to Integrated Science on the aspect of diseases.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|--|--|--|--|---|
| Ability to differentiate between active and passive verbs. | Learner fluently and convincingly explains the differences between active and passive verbs. | Learner fluently explains the differences between active and passive verbs . | Learner explains the differences between active and passive verbs ease | Learner explains of the differences between active and passive verbs with assistance. |
| Ability to use active and passive verbs in sentences. | Learner always uses active and passive verbs in simple sentences. | Learner mostly uses active and passive verbs in simple sentences. | Learner often uses oactive and passive verbs in simple sentences. | Learner rarely uses active and passive verbs in simple sentences. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|--|--|---|--|---|
| 4.0 Language structures | 4.6 Definite and Indefinite articles (4 lessons) | By the end of the sub strand, the learner should be able to: a) identify definite and indefinite articles in given phrases b) use the articles appropriately with the nouns c) develop interest of learning language for effective communication | The learner is guided to: <ul style="list-style-type: none"> • read a passage on a picnic and identify nouns with either the definite or indefinite articles (<i>Annakirah wal Ma'rifah</i>) • construct sentences on school trips using the articles • make presentations in pairson what they like doing during the school holidays • use digital technology to search for sentences using definite and indefinite articles | <ol style="list-style-type: none"> 1. How do we use the definite and indefinite articles? 2. Why is it important to plan for activities during the school holidays? |
| Core Competencies to be developed: | | | | |
| <ul style="list-style-type: none"> • Digital literacy: Learner uses technology to search for sentences using definite and indefinite articles. | | | | |
| Pertinent and Contemporary Issues (PCIs): | | | | |
| <ul style="list-style-type: none"> • Peace education; social cohesion: Learner interacts with digital technology and co-exist with each other peacefully. | | | | |
| Values: | | | | |
| <ul style="list-style-type: none"> • Responsibility: Learner searches for sentences using digital technology. | | | | |
| Link to other subjects: | | | | |
| <ul style="list-style-type: none"> • Learning is linked to Social studies on the aspects of social relations. | | | | |

| Assessment Rubric | | | | |
|---|---|--|--|---|
| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
| Ability to identify definite and indefinite articles. | Learner confidently and correctly identifies definite and indefinite articles used in a sentence. | Learner correctly identifies definite and indefinite articles used in a sentence. | Learner fairly identifies definite and indefinite articles used in a sentence. | Learner insufficiently identifies definite and indefinite articles used in a sentence |
| Ability to use definite and indefinite articles. | Learner uses a wide variety of definite and indefinite articles with nouns in sentences. | Learner uses variety of definite and indefinite articles with nouns in sentences.. | Learner uses basic definite and indefinite articles with nouns in sentences. | Learner uses limited definite and indefinite articles with nouns in sentences. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|--|---|--|--|---------------------------------------|
| 4.0 Language structures | 4.7 Plural form (4 lessons) | By the end of the sub strand, the learner should be able to: a) identify plural words in a given sentence b) use the plural form of both nouns and verbs in construction of sentences c) appreciate the use of grammar in language skills development | The learner is guided to: <ul style="list-style-type: none"> • read a passage on means of air transport and identify the plural words from the sentences(<i>Al-Jumuuh</i>) • construct sentences on peacefully interacting with strangers when travelling on an aircraft using the plural form of both nouns and verbs • discuss the importance of air transport using the plural form in groups • discuss challenges of using the plural form with peers • search from the internet for problems facing air transport in Kenya in pairs • present in class suggested solutions to those problems using the plural form of words correctly | How important is air transport to us? |
| Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: Learner interprets and infers information by exploring the problems of air transport and come up solutions to the problems. • Digital literacy: Learner interacts with digital technology to search for problems facing air transport in Kenya. | | | | |
| Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Peace education: Learner acquires skills on how to relate with others while travelling. | | | | |

Values:

- Unity: Learner works peacefully with peers to accomplish various tasks.

Link to other subjects:

- Learning is linked to Social Studies on the aspect of means of transport.

Assessment Rubric

| Indicatorss | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|--|---|--|--|---|
| Ability to identify the plural forms of nouns and verbs. | Learner promptly and clearly identifies the correct and appropriate plural forms of nouns and verbs used in a sentence. | Learner identifies clearly plural forms of nouns and verbs used in a sentence. | Learner identifies some plural forms of nouns and verbs used in a sentence. | Learner identifies plural forms of nouns and verbs used in a sentence with considerable assistance. |
| Ability to use the plural form in sentences. | Learner excellently uses the plural form of nouns and verbs in sentences. | Learner correctly uses the plural form of nouns and verbs in sentences. | Learner makes some errors in use of plural form of nouns and verbs in sentences. | Learner makes many errors in use of plural form of nouns and verbs in sentences. |

COMMUNITY SERVICE LEARNING (CSL) PROJECT

Introduction

CSL in Grade 8 builds on the experiences in Grade 7. Learners will be expected to carry out only one CSL project with Grade 8 focusing on making preparations to undertake the CSL project. The preparations will entail the following steps: identifying a community problem through research, planning and coming up with solutions to solve the identified problem. The preparations will be carried out in groups. Learners will build on CSL knowledge, skills and attitudes acquired during Life Skills Education as well as other subjects.

CSL Skills to be covered:

- i) **Leadership:** Learners develop leadership skills as they undertake various roles during preparation.
- ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovation ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
- iii) **Research:** Learners will be expected to identify a problem or pertinent issue in the community and indicate how the problem will be solved. They will also acquire skills on how to report their findings.
- iv) **Communication:** Learners indicate reporting mechanisms to be used during the actual project e.g., how they intend to communicate with members of the community, either online or offline.
- v) **Citizenship:** As learners engage in the CSL activities for this Grade, they will be vested with the rights, privileges and duties of a citizen, hence giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more peaceful, tolerant and inclusive society.
- vi) **Life Skills Education:** Learners will be equipped with life skills including decision making, assertiveness, effective communication, problem solving and stress management. This will enable them to manage interpersonal relationships, develop leadership skills as well as discover and grow their talents.

- vii) **Community Development:** Learners will be empowered with skills necessary to effect relevant change including building stronger and more resilient communities.

| Suggested PCIs | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|---|---|--|---|
| <ul style="list-style-type: none"> • Environmental degradation • Life style diseases • Communicable and non-communicable diseases • Poverty • Violence in community • Food security issues • Conflicts in the community <p>Note: The suggested PCIs are only examples. Teachers should allow learners to identify</p> | <p>By the end of the CSL project, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the community through research b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) appreciate the need to belong to a community. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • brainstorm on pertinent and contemporary issues in their community that need attention in groups • choose a PCI that needs immediate attention and explain why in groups • carry out research using digital devices print media/interactions with members of the community/resource persons in identifying a community problem to address in groups • discuss possible solutions to the identified issue in groups • propose the most appropriate solution to the problem in groups • discuss ways and instruments they can use to collect data on the problem (questionnaires, interviews, observation schedule, etc) • develop instruments for data collection • identify resources needed for the CSL project | <ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to make adequate preparations before embarking on a project? |

| | | | |
|--|--|--|--|
| PCIs as per their context and reality. | | (human, technical, financial) <ul style="list-style-type: none"> • discuss when the project will begin and end • prepare a programme/timetable of the entire project execution • Assign roles to be carried by all group members • reflect on how the project preparation enhanced learning. | |
| Key Component of CSL developed <ol style="list-style-type: none"> a) Identification of a problem in the community through research b) planning to solve the identified problem c) designing solutions to the identified problem | | | |
| Core competencies to be developed <ul style="list-style-type: none"> • Communication and collaboration: Learners will make the preparations in groups and conduct discussions on best ways of carrying out the project. • Self efficacy: Learners develop the skills of self awareness and leadership as they undertake the CSL project • Creativity and Imagination: Learners will come up with creative ways of solving the identified community problem • Critical Thinking and Problem Solving: Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem. • Digital Literacy: Learners can use technology when as they research on a community problem that they can address. • Learning to Learn: Learners gain new knowledge and skills as they identify a community problem to be addressed and make preparations to carry out the project. • Citizenship: This is enhanced as learners choose a PCI that needs immediate attention in the community. | | | |
| Pertinent and contemporary Issues <ul style="list-style-type: none"> • Social cohesion as learners discuss possible solutions to the identified issue. • Critical thinking as learners discuss possible solutions to the identified issue. | | | |

Values

- Integrity as learners carry out research using digital devices and print media as they identify a community problem to address.
- Respect as learners brainstorm on pertinent and contemporary issues in their community that need attention

Assessment Rubric

| Indicators | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|--|--|---|---|
| Ability to identify a problem in the community through research | Critically identifies a problem in the community through research | Identifies a problem in the community through research | Identifies a problem in the community, employs some aspects of research | Requires prompting and support to identify a problem in the community |
| Ability to plan to solve the identified problem | Systematically and comprehensively plans to solve the identified problem | Comprehensively plans to solve the identified problem | Plans to solve the identified problem, leaves out some details | Plans to solve the identified problem but leaves out many details |
| Ability to design solutions to the identified problem | Elaborately designs solutions to the identified problem | Designs solutions to the identified problem | Partly designs solutions to the identified problem | Partly designs solutions to the identified problem with some support |

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

| Strand | Suggested learning resources | Suggested assessment methods | Non- formal activities |
|-----------------------------------|---|--|--|
| 1.0 Listening and Speaking | <ul style="list-style-type: none"> • Flashcards • Pictures • Images • Drawings • Audio and video recordings • Standardised tests • Internet • Course books • DVD players • Listening texts • TV • Charts • Projectors • Laptops • Radio • Magazines | <ul style="list-style-type: none"> • Role play • Discussions • Observations • Projects • Learning logs • Quizzes • Portfolios • Multiple choices • Exit or Admit stamps • Total Physical Response • Peer assessment | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Reading texts • Flashcards • Pictures | <ul style="list-style-type: none"> • Reading aloud • Discussions • Observations | <ul style="list-style-type: none"> • School Open Days • Kenya Music Festival • Arabic language Clubs |

| | | | |
|--------------------|--|---|--|
| | <ul style="list-style-type: none"> • Images • Drawings • Poems • Course books • Magazines • Internet • Charts • Posters • Easy readers • Menus | <ul style="list-style-type: none"> • Quizzes • Portfolio • Reading for fluency • Role play • Learning logs • Exit or Admit stamps • Peer assessment • Checklists | <ul style="list-style-type: none"> • Exchange Programs • Tandem (face-to-face or electronic) and intercultural learning • Language Days • Inter-House Competitions • Inter-Class Competitions • Inter-School Contests |
| 3.0 Writing | <ul style="list-style-type: none"> • Audio and video recordings • Internet • Charts • Posters • Cross word puzzles • Pictures • Drawings • Magazines • Photographs • Newspapers • Flashcards • Illustrations • Journals • Recording devices • Menus | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

| | | | |
|--------------------------------|--|--|--|
| | <ul style="list-style-type: none"> • Brochures • Resource person | | |
| 4.0 Language structures | <ul style="list-style-type: none"> • Libraries • Projectors • Course books • Internet • Charts • Pictures • Drawings • Illustrations • Newspapers • Maps • Chalkboard | <ul style="list-style-type: none"> • Observations • Writing texts • Construction of sentences • Designing games • Discussions • Role play • Checklists • Quizzes | <ul style="list-style-type: none"> • 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 |