



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

**ARABIC
GRADE 9**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2023

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FOREWORD

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

The Grade 9 curriculum designs build on competencies attained by learners at the end of Grade 8. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior 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.

HON. EZEKIEL OMBAKI MACHOGU, CBS
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 9 is the final level of the Junior Secondary School (JSS) in the new education structure.

Grade 9 curriculum furthers implementation of the CBC from Grade 8. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential**.

Therefore, the Grade 9 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. 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 9 and prepare them for smooth transition to Senior Secondary School. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop 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 9 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 9 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson 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 9 and preparation of learners for transition to Senior Secondary School.

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LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	5
5.	Pre-Technical Studies	4
6.	Social Studies	4
7.	Religious Education	3
8.	Business Studies	3
9.	Agriculture	3
10.	Physical Education and Sports	2
11.	Optional Subject	3
12.	Optional Subject	3
	Total	44

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-fulfilment

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

- 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 instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development 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 co-existence
4. explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
5. practise relevant hygiene, sanitation and nutrition skills to promote health
6. demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility
7. appreciate the country's rich, diverse cultural heritage for harmonious co-existence.
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, which constitute the Arab League, and the mother tongue of millions of native speakers. Arabic is a sacred language to over one and a half billion Muslims around the world. It has influenced linguistically and culturally many local languages, such as Kiswahili and Somali.

Proficiency in Arabic language will empower the learners socially, economically, politically, intellectually and culturally hence promoting intercultural understanding for peaceful coexistence as well as fostering the principle of global citizenship. Arabic builds on the listening, speaking, reading and writing 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 the Arabic language 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 relationship for peaceful co-existence.

STRAND 1.0: LISTENING AND SPEAKING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Listening Comprehension: School (4 lessons)	By the end of the sub strand, the learner should be able to: a) state the role of administration in a school, b) listen to comprehension texts on roles of school administration, c) appreciate the role of school administrator in effective administration of school.	The learner is guided to: <ul style="list-style-type: none"> • listen to audio clip and mention the role of school administration in groups • listen to an audio of words with <i>huruf al halq</i> and repeat them • listen to a passage on roles of school administration and answer related questions • discuss the roles of the school administration in creating a conducive learning environment • role play roles of different school administrators in the school • discuss how the school administration inculcate cohesion in school community 	<ol style="list-style-type: none"> 1. Why do we need administration in school? 2. What are the qualities of a good administrator?
Core Competencies to be developed:				
Communication and collaboration: Learner discuss the roles of school administration in pairs.				
Pertinent and Contemporary Issues (PCIs):				
Governance: Learner develops good governance as they discuss the roles of school administration.				
Values:				
Unity: Learner discusses how the school administration inculcate cohesion in school community				

Link to other subjects:

Social studies: The learning area is linked to social studies as the concept of administration is covered.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to state the roles of administration in a school.	Learner vividly and correctly states the roles of administration in a school.	Learner correctly states the roles of administration in a school.	Learner correctly states some of the roles of administration in a school.	Learner correctly states roles of administration in a school with assistance.
Ability to listen to a comprehension.	Learner listen to a comprehension attentively and follows without mistakes.	Learner listen to a comprehension correctly and could follow with no help.	Learner listen to a comprehension and could follow with clarification from others.	Learner listen to a comprehension with significant assistance and could barely follow without the help of others.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Critical listening: Seasonal clothing (4 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify appropriate clothing for different seasons, b) listen to a text on different types of clothes according to seasons, c) exhibit interest in dressing appropriately for different seasons. 	The learner is guided to: <ul style="list-style-type: none"> • match appropriate clothes to pictures or images of different seasons • listen to an audio clip and list the vocabulary related to seasonal clothing • construct sentences using the vocabulary and read them aloud in class • listen to an audio- or audio-visual recording on seasonal clothing critically and respond to given questions • practice pronouncing words with <i>hurufmadd</i> • discuss how integrity is important when negotiating prices of seasonal clothes in groups • organize a fashion show to showcase the different clothing for different seasons • search online or from various print media on factors that influence consumers' purchasing decisions on seasonal clothes and share their findings with peers 	Why is choice of seasonal dressing modes important?

Core Competency to be developed:				
Digital literacy: Learner uses internet to search for the factors that influence consumers' purchasing decisions.				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Consumer Awareness: Learner shares their findings on the factors that influence consumers' purchasing decisions. • Interpersonal skills: Learner listens to audio recordings on seasonal clothing critically and responds to given question. 				
Values				
Integrity: As learners discuss how integrity is important when negotiating prices of seasonal clothes.				
Link to other subjects:				
Business Studies: The learning area is linked to Business Studies as the concept of negotiating prices of seasonal clothes is covered.				
Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify appropriate clothing for different seasons.	Learner comprehensively identifies the appropriate clothing for different seasons.	Learner accurately identifies the appropriate clothing for different seasons.	Learner moderately identifies the appropriate clothing for different seasons.	Learner identifies the appropriate clothing for different seasons with assistance.
Ability to listen to text on different types of clothes according to seasons.	Learner attentively and consistently listen to text on different types of clothes according to seasons.	Learner attentively listen to text on different types of clothes according to seasons.	Learner listen to text on different types of clothes according to seasons without paying attention to some part of the text.	Learner listen to text on different types of clothes according to seasons with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Oral expressions: The garden (3 lessons)	By the end of the sub strand, the learner should be able to: a) name different types of plants and flowers found in the garden, b) describe the tools used in the garden and their functions, c) show interest in developing oral skills for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording and mention the types of plants and flowers found in the garden • practice pronouncing words with <i>swawaaait</i> sounds in groups or pairs • listen to a passage and answer related questions about the garden • research online or through print media about the tools used in the garden, their functions and make a PowerPoint/oral presentation • use garden tools to prepare the school garden • organise a nature walk in the community to collect information about their eco systems and discuss how they can protect the land and animals around them 	<ol style="list-style-type: none"> 1. Why do we need to have garden in our community? 2. How can you improve on your oral presentation skills?
Core Competencies to be developed:				
Digital Literacy: Learner interacts with digital technology to make a Power Point presentation on garden tools and their uses.				
Pertinent and Contemporary Issues (PCIs):				
Environmental protection: Learner discusses how they can protect the land and animals around them.				

Values:

Responsibility: Learner uses the garden tools to prepare school garden.

Link to other subjects:

Agriculture: The learning area is linked to Agriculture on the aspect of naming the types of tools used in the garden and their functions.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to name the types of plants and flowers found in the garden.	Learner distinctively name 10 and above types of plants and flowers found in the garden.	Learner clearly name 7-10 types of plants and flowers found in the garden.	Learner name few types of plants and flowers found in the garden.	Learner struggles to name the types of plants and flowers found in the garden.
Ability to describe garden tools and their functions.	Learner vividly describes the garden tools and their functions.	Learner comprehensively describes the garden tools and their functions.	Learner basically describes the garden tools and their functions.	Learner describes the garden tools and their functions with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.4 Oral compositions: The mall (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary related to the mall, b) express concepts on mall orally, c) appreciate the existence of malls within the community.	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio-visual recording to identify goods and services found in the mall • find vocabulary from various digital and print media related to the mall and read them aloud • create verbally a short story or poem about the mall using the vocabulary in groups • tell the story or recite the poem in class • visit, observe pictures or watch video clips of the typical activities carried out in a mall • research and identify activities in their immediate environment that can generate income and share with peers 	<ol style="list-style-type: none"> 1. How can you improve your oral expression skills? 2. What are impacts of the mall to the community?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learner speak clearly and effectively as they tell a short story or recite a poem about the mall. • Citizenship: Learner exhibits a sense of initiative and entrepreneurship skills as they identify activities that can generate income in their immediate environment. • Critical thinking and problem solving: Learner develops researching skills as they identify activities in their immediate 				

environment that can generate income.

Pertinent and Contemporary Issues (PCIs):

Financial literacy: Learner acquires entrepreneurship skills as they identify income generating activities from their immediate environment.

Values:

Respect: Learner demonstrates respect as they work harmoniously together.

Link to other subjects:

Business Studies: learning is linked to Business Studies where entrepreneurship skills are taught.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify vocabulary related to the mall.	Learner identifies and explains all the vocabulary related to the mall.	Learner identifies all the vocabulary related to the mall.	Learner identifies most of the vocabulary related to the mall.	Learner identifies a few vocabularies related to the mall.
Ability to compose an oral composition.	Learner fluently composes detailed oral composition related to the mall without mistakes.	Learner composes oral composition related to the mall without mistakes.	Learner composes oral composition related to the mall with few mistakes.	Learner composes oral composition related to the mall with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.5. Listening for Gist: Pharmacy (3 lessons)	By the end of the sub strand, the learner should be able to: a) state types of drugs found in a pharmacy, b) extract main ideas from a listening text, c) appreciate correct use of drugs.	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording and mention types of drugs found in the pharmacy • use pictures to name types of drugs in a pharmacy verbally • research online or on print media the different types of drugs and discuss their findings with peers • listen to a comprehension on pharmacy and extract main ideas • collect and display different drugs found in the pharmacy • discuss with peers why it is important to read packaging labels on drugs 	What skills do you need when listening for a gist?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: Learner listens to a comprehension on pharmacy and extract main ideas. • Digital literacy: Learner uses technology to research on the different types of drugs. 				
Pertinent and Contemporary Issues (PCIs): Consumer protection: Learner discusses the importance of reading packaging labels on drugs.				
Values: Responsibility: As they use online materials responsibly.				

Link to other subjects:

Integrated Science: Learning is linked to Integrated Science on the aspect of drug and substance use and abuse.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify vocabulary related to the pharmacy and drugs from a listening text	Learner clearly and confidently identifies all vocabulary related to the pharmacy and drugs from a listening text.	Learner identifies all vocabulary related to the pharmacy and drugs from a listening text.	Learner identifies most of the vocabulary related to the pharmacy and drugs from a listening text.	Learner identifies vocabulary related to the pharmacy and drugs from a listening text with assistance.
Ability to extract main ideas from a listening text	Learner meticulously extracts main ideas from a range of listening texts.	Learner extracts main ideas from a listening text correctly.	Learner extracts some main ideas from a listening text correctly.	Learner attempts to extract main ideas from a listening text with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Appreciative listening: Festivities (4 lessons)	By the end of the sub strand, the learner should be able to: a) explain religious and national holidays in Kenya, b) listen to auditory information on festivities for inspiration, c) appreciate the religious and national holidays for national and cultural identity.	The learner is guided to: <ul style="list-style-type: none"> • watch an audio-visual recording on religious and national holidays and answer the related questions • share their experiences on how they celebrate different festivities in their community • research the importance of festivals from various print and digital media and discuss their findings with peers • prepare and present songs, poems or short skits on different festivities • compare and contrast religious and national holidays in Kenya 	<ol style="list-style-type: none"> 1. Why are religious and national holidays important? 2. How do you celebrate religious and national holidays in your community?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Learner identifies with their national and cultural identity when they learn about their national and religious holiday. • Critical thinking and problem solving: Learner exhibits researching skills as they look for importance of festivals from various print and digital media. 				
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion: Learner appreciates diversity of a multicultural society as they share their experiences on how they celebrate different festivities in their community.</p>				

Values:

Love: Learner exhibits religious tolerance and acceptance of cultural diversity in the community.

Link to other subjects:

Social Studies, CRE, HRE and IRE: All the subjects teach aspects of social interactions and festivities.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the religious and national holidays.	Learner accurately explains religious and national holidays with no errors.	Learner mostly explains religious and national holidays with only a few mistakes.	Learner explains religious and national holidays leaving out much information.	Learner explains religious and national holidays with many mistakes.
Ability to listen to auditory information on festivities.	Learner grasps all the information when listening and gives detail answers.	Learner grasps most of the information when listening and gives detail answers.	Learner grasps limited information when listening and gives brief answers.	Learner grasps a few information when listening and gives short answers with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.7 Oral expressions: Media (4 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between electronic and print media b) make oral presentations on responsible use of media c) use digital or print media to create content d) display enthusiasm in using media responsibly	The learner is guided to: <ul style="list-style-type: none"> • watch a video and list electronic and print media • practise pronouncing the names of various electronic and print media from an audio recording • match different electronic and print media to flashcards in groups • listen to an audio clip on the functions of various media and respond to related questions • discuss personal experiences and ideas on responsible use of media • find out from their guardian or parents on how to use media responsibly 	1. Why do we need to use media responsibly? 2. How can you make an effective oral presentation?
Core Competencies to be developed:				
Digital literacy: Learner exhibits digital citizenship skills as they discuss how media influences social behaviour.				
Pertinent and Contemporary Issues (PCIs):				
Safety and security: Learner will develop awareness on how to use media responsibly.				
Values:				
Responsibility: Learner demonstrates responsibility when they discuss responsible use of media.				
Link to other subjects:				
English, French: The subjects have content on presentation skills.				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to distinguish between electronic and print media.	Learner correctly distinguishes between electronic and print media with expansion of key ideas.	Learner distinguishes between electronic and print media with development of key ideas.	Learner distinguishes between electronic and print media with few developments on key ideas.	Learner distinguishes between electronic and print media with assistance.
Ability to make oral presentations.	Learner confidently and fluently makes oral presentations on media.	Learner fluently makes oral presentations on media.	Learner makes oral presentations on media with minimal hesitation.	Learner makes oral presentations on media, hesitates while speaking.

STRAND 2.0: READING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.1 Reading comprehension: The school (3 lessons)	By the end of the sub strand, the learner should be able to: a) Identify different facilities in a school, b) read a comprehension on school facilities and administration, c) appreciate the role played by the school administration in enhancing learning.	The learner is guided to: <ul style="list-style-type: none"> • read texts on different school facilities displayed on digital devices • draw a school site plan showing the location of different facilities for ease of navigation • read vocabulary displayed on flash cards on facilities in school • read comprehension passage on school facilities individually, • summarizes the ideas from the comprehension orally and answer related questions in groups • pronounce <i>huruf al halq</i> in pairs • discuss the role played by the parents and community in development of school facilities 	How can one improve reading comprehension skills?
Core Competencies to be developed: Creativity and imagination: Learner make observations by drawing a school site plan on the location of different facilities for ease of navigation.				
Pertinent and Contemporary Issues (PCIs): Friendship formation: Learner develops friendship formation skills as they engage in group activities.				

Values:

Peace: Learner appreciates cohesiveness in school brought about by good administration.

Link to other subjects:

Social Studies: Learner link their learning to Social Studies as they read about school administration.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify different school facilities	Learner clearly identifies the school facilities easily and provides detailed information.	Learner identifies school facilities and provides sufficient description.	Learner identifies school facilities but has not described them properly.	Learner identifies school facilities and describes them with assistance.
Ability to read a comprehension	Learner reads a comprehension Passage on school facilities and administration and summarizes it using a variety of strategies.	Learner reads a comprehension passage on school facilities and administration and summarizes it.	Learner reads a comprehension Passage on school facilities and administration and partially summarizes it.	Learner reads a comprehension passage on school facilities and administration and struggles to summarize it.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.2 Reading Fluently: Seasonal clothing (3 lessons)	By the end of the sub strand, the learner should be able to: a) differentiate different clothing for different seasons, b) read simple texts on clothing fluently, c) develop interest in wearing appropriate clothing for different seasons.	The learner is guided to: <ul style="list-style-type: none"> • use pictures to differentiate clothing worn according to seasons • read words with <i>huruful madd</i> correctly • read a simple dialogue about seasonal clothing in groups/pairs • look for text on clothing and read with appropriate speed • collect and display different clothing for different seasons in class • discuss how dressing appropriately for different seasons can prevent health related issues • research online the factors that would influence their choice of clothing 	<ol style="list-style-type: none"> 1. Why do we buy different clothes for different seasons? 2. How do we ensure fluency in reading?
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: As learners read text with appropriate speed. 				
Pertinent and Contemporary Issues (PCIs): Health related issues: Learner develops awareness on dressing appropriately for different seasons to prevent health related issues.				
Values: Responsibility: Learner responsibly use clothes for its correct purposes.				
Link to other subjects:				

Home science: Learner links to Home science when choosing appropriate clothing for different seasons.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to differentiate clothes for different season	Learner very quickly differentiates clothes for different seasons.	Learner quickly differentiates clothes for different seasons.	Learner slowly differentiates clothes for different seasons.	Learner very slowly differentiates clothes for different seasons.
Ability to read fluently	Learner reads varied texts on clothing with extreme clarity.	Learner reads texts on clothing fluently.	Learner hesitates while reading texts on clothing.	Learner makes an attempt to read texts on clothing.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.3 Reading for information: Garden (3 lessons)	By the end of the sub strand, the learner should be able to: a) Identify different types of plants and flowers found in the garden, b) read various texts for information, c) appreciate reading as means for looking for information.	The learner is guided to: <ul style="list-style-type: none"> • read out names of plants and flowers found in the garden • read a passage about the garden and summarize the main ideas • read texts about garden plants and flowers and analyse their importance • identify from a text the vocabulary related to garden • interpret the pictorial representation on different garden • read poems and tongue twisters with <i>swawait</i> sounds • using digital camera, take photos of variety of garden within the locality and develop 1-2 minutes videos and share with their classmates and parents/guardians • take nice and clear photos on gardens and put them in their portfolios 	Why is reading an essential skill?
Core Competencies to be developed:				
Communication and collaboration: Learner read/recite poems and tongue twisters with <i>swawait</i> sounds.				
Pertinent and Contemporary Issues (PCIs):				
Environment: Learner interacts with different gardens and analyse its importance.				

Values:

Peace: Learner demonstrates the value as they work peacefully in various activities.

Link to other subjects:

Agriculture: Learning is linked to Agriculture where aspects of gardening are taught.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify different plants and flowers found in the garden.	Learner highly identifies different plants and flowers found in the garden sufficiently.	Learner identifies different plants and flowers found in the garden sufficiently.	Learner identifies limited different plants and flowers found in the garden.	Learner identifies very few different plants and flowers found in the garden.
Ability to read various texts for information.	Learner reads varied texts and brings out detailed meaning or information during discussions.	Learner reads varied texts and brings out meaning and information during discussions.	Learner reads varied texts and brings out some meaning and information during discussions.	Learner reads varied texts and brings out scanty meaning and information during discussions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.4 Intensive Reading: The malls (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary related to the malls in a reading text, b) read intensively texts about the malls, c) acknowledge the existence of malls in the community.	The learner is guided to: <ul style="list-style-type: none"> • read and extract goods and services found in a malls from a simple dialogue • read passages about the malls and underline the key words or phrases • fill in gaps in a passage with appropriate vocabulary • read texts and match headings to paragraphs • read words with short and long vowels • visit a nearby shopping malls and identify different goods and services available • Accompany their parents/guardians when shopping from malls 	<ol style="list-style-type: none"> 1. Why is it essential to budget before shopping? 2. Why do we read intensively?
<p>Core Competencies to be developed: Critical thinking and problem solving: As learners fill gaps in passages.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Financial literacy: Learners visit shopping malls and acquire skills on planning, budgeting and saving.</p>				
<p>Values: Respect: Learners conduct themselves respectfully when visiting malls.</p>				
<p>Link to other subjects: Business Studies: Learning is linked to Business studies where budgeting is taught.</p>				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify vocabulary related to the malls.	Learner identifies all the necessary vocabulary related to the shopping malls.	Learner identifies adequate number of vocabularies related to the malls.	Learner identifies minimal number of vocabularies related to the malls.	Learner identifies very few vocabularies related to the malls with assistance.
Ability to read intensively.	Learner uses a variety of strategies to read texts about the malls and makes detailed notes.	Learner reads texts about the malls and makes notes.	Learner reads texts about the malls and demonstrates some understanding of the content.	Learner reads texts about the malls and demonstrates little understanding of the content.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.5 Reading comprehension: Pharmacy (3 lessons)	By the end of the sub strand, the learner should be able to: a) read vocabulary related to drugs found in a pharmacy, b) read texts for comprehension, c) appreciate the	The learner is guided to: <ul style="list-style-type: none"> • read various texts and identify drugs found in a pharmacy • read a comprehension on drug abuse and answer relevant questions • read a passage on drugs, make a summary of the details and retell it to their peers • read variety of passages on drugs found in the pharmacy from newspapers, 	<ol style="list-style-type: none"> 1 How can you improve on your reading skills? 2 Why is knowledge on drugs important?

		correct use of drugs in the daily life.	online books, offline materials and analyse the main concepts <ul style="list-style-type: none"> • engage a pharmacist to discuss how to use drugs effectively and make presentations during school guidance and counselling sessions 	
Core Competencies to be developed:				
Learning to learn: As learners read variety of passages on drugs found in the pharmacy from newspapers, online books, offline materials and analyse the main concepts.				
Pertinent and Contemporary Issues (PCIs):				
Health Education: Learners discusses and understand proper use of drugs.				
Values:				
Integrity: Learner exhibits strong moral principles by using drugs correctly.				
Link to other subjects:				
Integrated Science, Religious Education: Learning is linked to Integrated Science and Religious Education in the aspects of drugs and drugs abuse.				
Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to read vocabulary related to drugs found in the pharmacy.	Learner clearly and correctly reads all the vocabulary related to the drugs found in the pharmacy.	Learner reads all the vocabulary related to the drugs found in the pharmacy.	Learner reads few vocabularies related to the drugs found in the pharmacy.	Learner reads vocabulary related to the drugs found in the pharmacy with difficulties.

Ability to read texts for comprehension.	Learner reads texts, makes detailed notes and answers all questions related to the text correctly.	Learner reads texts, frequently brings out main ideas and answers questions related to the text correctly.	Learner reads texts, often brings out some main ideas and answers some questions related to the text correctly.	Learner has difficulty reading texts, brings out scanty ideas and answers most of the questions related to the text incorrectly.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.6 Reading Fluently: Festivities (2 lessons)	By the end of the sub strand, the learner should be able to: a) analyse religious and national holidays, b) read texts on festivities fluently, c) exhibit interest in reading texts to improve fluency.	The learner is guided to: <ul style="list-style-type: none"> • identify the different types of religious and national holidays from pictures, drawings or illustration • underline vocabulary related to religious and national holidays from a reading text • read simple dialogues on religious and national holidays and answer related questions • take turns reading passages aloud in groups • form reading groups with peers for language development and motivation • research online how various cultures celebrate festivities and present findings in class 	Why are religious and national holidays important?
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Citizenship: Learner exhibits social cultural sensitivity and awareness for differences in cultures on festivities. 				

- Digital literacy: Learner uses technology to research on how various cultural festivities are celebrated.

Pertinent and Contemporary Issues (PCIs):

Peer education: Learner forms reading groups with peers to improve their reading skills.

Values:

Respect: Learner exhibits respect for different cultures.

Link to other subjects:

Social studies: Learning is linked to Social studies where content on social relations is taught.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to analyse religious and national holidays.	Learner accurately analyses religious and national holidays with fully developed justification.	Learner analyses religious and national holidays with justification mostly developed.	Learner analyses religious and national holidays with justification.	Learner analyses religious and national holidays with assistance from others.
Ability to read texts fluently	Learner reads varied texts about festivities with appropriate speed and extreme clarity.	Learner reads varied texts about festivities fluently and with appropriate speed.	Learner reads texts about festivities hesitantly.	Learner makes an attempt to read texts about festivities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.7 Reading for Comprehension: Media (3lessons)	By the end of the sub strand, the learner should be able to: a) differentiate between electronic and print media in varied texts b) read a comprehension passage on media c) appreciation reading for comprehension to acquire information	The learner is guided to: <ul style="list-style-type: none"> • match vocabulary on electronic and print media to their corresponding pictures • read a short passage on functions of various media and answer questions on the passage • read variety of passages on media and differentiate between electronic and print media • research online on positive and negative aspects of media on the society and make presentations in class for awareness creation • read announcements on the magazines and newspapers found in the school library to develop appreciation for media 	<ol style="list-style-type: none"> 1. How does media impact society? 2. Why do we need both electronic and print media?
<p>Core Competencies to be developed: Digital Literacy: Learner uses technology to search for positive and negative aspects of media on the society.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety and security: Learners discuss solutions to the positive and negative effects of media in the society.</p>				
<p>Values: Love: The value is fostered as learners shares with peers' ways to improve their reading skills.</p>				
<p>Link to other subjects: Pre-technical: Learners link their learning to Pre-Technical where media technology is taught.</p>				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to differentiate types of media	Learner systematically and comprehensively differentiates between electronic and print media in reading texts.	Learner comprehensively differentiates between electronic and print media in reading texts.	Learner leaves out few differences between electronic and print media in reading texts.	Learner leaves out many differences between electronic and print media in reading texts.
Ability to read for comprehension	Learner reads texts, makes detailed notes and answers all questions related to the text correctly.	Learner reads texts, frequently brings out main ideas and answers questions related to the text correctly.	Learner reads texts, often brings out some main ideas and answers some questions related to the text correctly.	Learner reads texts but brings out scanty ideas and answers most of the questions related to the text incorrectly.

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 (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify school facilities from texts, b) write texts using vocabulary from the context, c) exhibit enthusiasm for writing neatly and clearly for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • match vocabulary on school facilities to their pictures • list the vocabulary on school program from a given text • write short passages using vocabulary on school program • write creative sentences on physical facilities in the school • make a navigation map showing directions and location of the different school facilities and display in the class • design the school physical facilities and present during school functions 	What are the features of good writing skills?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: Learners write creative sentences on school facilities. • Communication and collaboration: Learners write clearly and correctly on strategies to communicate effectively through writing. 				
<p>Pertinent and Contemporary Issues (PCIs): Peer education: Learner shares strategies of communicating clearly through writing with peers.</p>				
<p>Values: Unity: Learners work together to modify school facilities.</p>				

Link to other subjects:

Kiswahili, English, German, and French: Learning is linked to all languages where writing skills are taught.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify school facilities.	Learner distinctively identifies school facilities very quickly.	Learner identifies school facilities quickly.	Learner identifies school facilities slowly.	Learner identifies school facilities very slowly.
Ability to write texts.	Learner writes very well organised texts using a wide range of vocabulary on school programmes and facilities.	Learner writes adequately organised texts using sufficient vocabulary on school programmes and facilities.	Learner writes texts using limited vocabulary on school programmes and facilities.	Learner uses very limited vocabulary on school programmes and facilities to write texts, texts are not clear.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.2 Guided Writing: Seasonal clothes (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the clothing for different seasons, b) write simple texts using vocabularies on clothing, c) develop interest in using digital technology to write effectively.	The learner is guided to: <ul style="list-style-type: none"> • match pictures/images/illustration with their corresponding vocabulary • fill in blanks in a written text while listening to an audio recording • write short texts from pictures related to seasonal clothing in groups • write short compositions from their experiences on the factors that influence their choice of clothing • use pictures on seasonal clothing to write creative compositions 	How can you develop your writing skills?
Core Competencies to be developed: Critical thinking and problem solving: Learner match pictures with their corresponding vocabulary.				
Pertinent and Contemporary Issues (PCIs): Climate change: Learner uses different clothes worn in different seasons.				
Values: Unity: Learner demonstrates unity as they work in groups.				
Link to other subjects: English, French: Learner links to other languages when writing guided texts.				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify clothing for different seasons.	Learner identifies appropriate clothing for different seasons accurately and correctly.	Learner identifies appropriate clothing for different seasons correctly.	Learner identifies appropriate clothing for different seasons.	Learner requires assistance to identify appropriate clothing for different seasons.
Ability to write simple texts.	Learner writes simple texts using the vocabulary learnt on seasonal clothing, text has excellent organisation of ideas.	Learner writes descriptive texts using the vocabulary learnt on seasonal clothing, text has good organisation of ideas.	Learner writes descriptive texts using the vocabulary learnt on seasonal clothing, text has confusing ideas occasionally.	Learner writes descriptive texts on seasonal clothing; text greatly lacks organisation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.3 Functional Writing: The garden (4 lessons)	By the end of the sub strand, the learner should be able to: a) use appropriate vocabulary to write texts related to the garden, b) write an informal letter correctly, c) show interest in	The learner is guided to: <ul style="list-style-type: none"> • list flowers and plants found in the garden from flashcards, pictures and illustrations • complete sentences related to plants and flowers in garden • Fill in parts of informal letter • list the main ideas to be included in informal letter 	What is the importance of writing neatly?

		environmental conservation.	<ul style="list-style-type: none"> • write informal letters to friends using vocabulary related to garden • research online ways to conserve environment and make a display in class or school notice board for awareness creation • write a short skit or play on ways of conserving their immediate environment and dramatize in class 	
Core Competencies to be developed: Learning to learn: Learner research online ways to conserve environment and make a display in class or school notice board for awareness creation				
Pertinent and Contemporary Issues (PCIs): Environmental protection: Learner acquires knowledge on ways to conserve the environment through research.				
Values: Responsibility: Learner demonstrates responsibility for their environment as they dramatize on ways to conserve their immediate environment.				
Link to other subjects: Social studies: Learning is linked to Social studies where the aspect of environmental conservation is learnt.				
Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use vocabulary.	Learner uses a wide range of vocabulary appropriately to write	Learner writes texts related to the garden using sufficient	Learner uses limited vocabulary to write texts related to the	Learner uses very limited vocabulary to write texts related to the garden.

	texts related to the garden, conveys meaning clearly.	vocabulary to convey meaning.	garden.	
Ability to write informal letters.	Learner writes an informal letter with smooth flow of ideas and rich vocabulary.	Learner writes an informal letter that has good flow of ideas with sufficient vocabulary.	Learner writes an informal letter that has poor flow of ideas and repetitive vocabulary.	Learner writes an informal letter that has no flow of ideas with no vocabulary.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.4 Guided writing: The mall (3 lessons)	By the end of the sub strand, the learner should be able to: a) Analyse texts on mall correctly. b) apply appropriate vocabulary to write texts related to the mall c) Appreciate the role of punctuation marks in writing.	The learner is guided to: <ul style="list-style-type: none"> • identify missing punctuation marks from already constructed sentences on goods and services found at the mall in groups or pairs • insert punctuation marks appropriately in sentences • form sentences from a substitution table using correct punctuation marks in groups or pairs • use the vocabulary acquired to write short texts about the mall • write short stories to share their shopping experiences using appropriate vocabulary • visit a mall within the locality and write on goods and services available in the mall and 	Why are punctuation marks important?

			present in class.	
Core Competencies to be developed:				
Creativity and imagination: Learners write stories about malls.				
Pertinent and Contemporary Issues (PCIs):				
Financial literacy: Learner visits malls and learn aspects of buying, selling, goods, services prices etc.				
Values:				
Unity: Learner works together harmoniously in various activities				
Link to other subjects:				
Learning is linked to all languages in the aspect of usage of punctuation marks.				
Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to apply texts correctly.	Learner applies correct punctuation marks in texts excellently.	Learner applies correct punctuation marks in texts correctly.	Learner exhibits some errors in applying punctuation marks correctly in texts.	Learner exhibits many errors in applying punctuation marks correctly in texts.
Ability to use vocabulary.	Learner uses a wide range of vocabulary appropriately to write texts related to the mall, conveys meaning clearly.	Learner writes texts related to the mall using sufficient vocabulary to convey meaning.	Learner uses limited vocabulary to write texts related to the mall.	Learner uses very limited vocabulary to write texts related to the mall.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.5 Descriptive writing: pharmacy (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) mention different types of drugs found in a pharmacy b) create short texts using acquired vocabulary on pharmacy and drugs c) exhibit appreciation for writing simple descriptive texts 	The learner is guided to: <ul style="list-style-type: none"> • list the types of drugs found in a pharmacy from an audio recording • extract vocabulary on pharmacy and drugs from a written passage • complete a story using given words • write short descriptive texts from images, pictures or illustrations • write a short skit or play on ways of observing integrity when interacting with a pharmacist and dramatize in class • research online or through print media the methods of consumer protection and consumer protection agencies in Kenya and discuss findings with peers and make a poster on how consumers are protected with regards to medical prescriptions 	What do you consider when writing descriptive text?
Core Competencies to be developed: Digital literacy: Learner connects using technology to research the methods of consumer protection and agencies of consumer protection.				
Pertinent and Contemporary Issues (PCIs): Consumer protection: Learner discusses the methods of consumer protection in relation to medical prescriptions.				

Values:
 Unity: Learner demonstrates unity as they dramatize a play on observing integrity when interacting with the pharmacist in groups.

Link to other subjects:
 Integrated Science: Learning is linked to Integrated Science on the aspect of drug use.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to mention types of drugs.	Learner confidently mentions drugs found in the pharmacy and gives in depth explanation.	Learner mentions drugs found in the pharmacy and gives sufficient explanation.	Learner mentions drugs found in the pharmacy and gives insufficient explanation.	Learner has difficulty in mentioning drugs found in the pharmacy and gives no explanation
Ability to write Descriptive texts.	Learner writes very well organised and coherent texts on pharmacy and drugs using a wide variety of vocabulary.	Learner writes adequately organised and coherent texts on pharmacy and drugs using sufficient vocabulary.	Learner writes texts on pharmacy and drugs, text lacks organisation and coherence, uses limited vocabulary.	Learner requires much prompting to write texts on pharmacy and drugs, texts lack organisation and coherence, uses very limited vocabulary.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.6 Guided writing: Festivities (3 lessons)	By the end of the sub strand, the learner should be able to: a) explain festivities in their everyday life b) write texts about festivities c) value religious and national festivities for cultural understanding	The learner is guided to: <ul style="list-style-type: none"> • match vocabulary with corresponding religious and national holidays • write short compositions using the highlighted vocabulary • solve puzzles or quizzes on festivities and administer to each other • write a photo essay on their favorite religious and national holidays and share with others • research using various digital and print media the common themes in festivities to reinforce cultural understanding. • discuss how to demonstrate respect for various beliefs and practices during religious and national holidays 	How do we interact with one another during different festivities?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Learner exhibits national and cultural identity skill as they write about their favourite religious and national holidays. • Digital literacy: Learner interacts with digital materials to research the common themes in festivities. 				
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion: Learner exhibits a sense of community and tolerance by researching the common themes in different festivities.</p>				
<p>Values: Respect: Learner demonstrates respect for various beliefs and practices during religious and national holidays.</p>				

Link to other subjects:

Religious education and Social studies: Learning is linked to Religious Education and Social Studies on the aspect of religious festivities and national holidays.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain festivities in their everyday life.	Learner explains festivities in their everyday life in an exceptional, clear and correct way.	Learner explains festivities in their everyday life in a clear way.	Learner explains festivities in their everyday life in a fairly clear way.	Learner explains festivities in their everyday life in unclearly way.
Ability to write texts.	Learner independently and comprehensively writes very well-organised texts about festivities.	Learner writes adequately organised texts about festivities.	Learner writes texts about festivities that lacks organization.	Learner is assisted to write texts about festivities; 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: Media (3 lessons)	By the end of the sub strand, the learner should be able to: a) describe functions of various media b) write short creative texts using vocabulary on media c) exhibit appreciation for responsible use of media	The learner is guided to: <ul style="list-style-type: none"> • write short texts using vocabulary on electronic and print media • use pictures, images or drawings to write short passages on functions of the various media • write short creative texts on media and share with classmates using various digital learning platforms • research online or through print media on how to act safely and responsibly in digital environments and discuss findings with peers 	What are the steps of writing creative text?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Learner interacts with digital technology to share their short creative texts with classmates through various learning platforms. • Critical thinking and problem solving: Learner exhibits researching skills as they look for information on how to act safely and responsibly in digital environments. 				
<p>Pertinent and Contemporary Issues (PCIs): Safety and security: Learner observe safety measures when using digital technology.</p>				
<p>Values: Responsibility: Learner becomes responsible for ensuring that they act responsibly and safely in digital environments.</p>				

Link to other subjects:

Pre-technical studies: Learners link their learning to Pre-Technical studies where media technology is taught.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe functions of media.	Learner excellently describes functions of various media from a written text.	Learner describes functions of various media from a written text.	Learner fairly describes functions of various media from a written text.	Learner describes functions of various media from a written text with difficulty.
Ability to write creative texts.	Learner writes correct and logical creative texts using a wide range of vocabulary on media.	Learner writes correct and logical creative texts using sufficient vocabulary on media.	Learner writes fairly correct and logical creative texts using limited vocabulary on media.	Learner uses very limited vocabulary on media to write creative texts.

STRAND 4.0: LANGUAGE STRUCTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.1 The possessive forms (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify the possessive forms in Arabic texts b) construct sentences using the possessive forms c) exhibit interest in using possessive forms for effective communication	The learner is guided to: <ul style="list-style-type: none"> • extract the possessive forms (<i>Al-Idhwafa</i>) from sentences (<i>hadha kitabu muhammadin</i>) • identify the possessive forms in sentences; <i>Kitabu Muhammadin</i> • construct short sentences using the possessive forms • extract the possessive forms from the audio recording in pairs • correct mistakes from given sentences on use of the possessive forms in groups or pairs • complete sentences using the possessive forms • circle all the possessive forms from a given text • discuss in groups how the school administration can ensure equity in learning and make presentations in class using possessive forms 	How can you use possessive forms in a sentence?
<p>Core Competencies to be developed: Communication and collaboration: Learner work collaboratively to correct mistakes from given sentences on use of the possessive forms.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Good governance: Learner discusses how the school administration can ensure equity in learning.</p>				

Values:

Unity: As learners extracts the possessive forms in pairs.

Link to other subjects:

Learning is linked to all languages on the aspect of possessive forms.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the possessive forms.	Learner confidently and correctly identifies all the possessive forms with ease.	Learner correctly identifies all the possessive forms.	Learner correctly identifies few possessive forms.	Learner correctly identifies a few possessive forms with assistance.
Ability to construct sentences using possessive forms.	Learner constructs sentences with varied sentence structures using possessive forms correctly.	Learner constructs sentences using possessive forms correctly.	Learner constructs sentences using repeated possessive forms.	Learner constructs sentences using possessive forms with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.2 Conditional clauses (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify conditional clauses in sentences, b) use the conditional clauses in communication, c) exhibit appreciation for the use of conditional clauses in developing communication skills.	The learner is guided to: <ul style="list-style-type: none"> • read sentences on school facilities and administration and extract the conditional clauses (Adawaat Shart) from sentences • identify conditional clauses in sentences in groups • extract conditional clauses from a dialogue on how to show respect to the teachers and other staff in school • make PowerPoint presentations on short paragraph using conditional clauses • use the conditional clauses to explain the importance of wearing appropriate clothes for different seasons 	How can the conditional clauses enhance language structure?
Core Competencies to be developed:				
Communication and collaboration: Learners in groups identifies conditional clauses from a sentence.				
Pertinent and Contemporary Issues (PCIs):				
Education for sustainable development: learners discuss and interact with school facilities and administration.				
Values:				
Responsibility is demonstrated as Learner budgets before buying seasonal clothing.				
Link to other subjects:				
English: Learning is linked to English on the aspect of conditional clauses.				

Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify conditional clauses.	Learner confidently and promptly identifies the conditional clauses in a given text.	Learner identifies the conditional clauses in a given text correctly.	Learner identifies the conditional clauses in a given text hesitantly.	Learner identifies conditional clauses in a given text with assistance.
Ability to use conditional clauses in sentences.	Learner makes excellent use of conditional clauses in complex sentences.	Learner uses conditional clauses correctly in simple sentences.	Learner uses conditional clauses in simple sentences with few errors.	Learner makes many errors in use of conditional clauses in simple sentences.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.3 Adjectives (3 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between the different types of adjectives, a) use adjectives in sentences, b) develop interest in using language correctly.	The learner is guided to: <ul style="list-style-type: none"> • read short passages related to the garden and distinguish the different types of adjectives used (Asswifatu wal mausuuf) • extract types of adjectives from sentences • identify the masculine and feminine adjectives in groups or pairs from given texts / internet. • constructs sentences using the masculine and feminine adjectives in pairs • create dialogues on protecting the land and animals in their immediate 	What is the function of adjectives in the parts of speech?

			environment using the adjectives in pairs	
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Learning to learn: Learner works collaboratively to identify the masculine and feminine adjectives from the text. • Creativity and imagination: As learner create dialogue on protecting the land and animals in the environment. 				
Pertinent and Contemporary Issues (PCIs):				
Environmental issues: Learner discusses how to protect the land and animals in their immediate environment.				
Values:				
Respect: Learners harmoniously work together.				
Link to other subjects:				
Agriculture: Learning is linked to Agriculture on the aspects of environmental conservation.				
Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to distinguish different types of adjectives.	Learner accurately and correctly distinguishes different types of adjectives in sentences.	Learner correctly distinguishes different types of adjectives in sentences.	Learner distinguishes most of the different types of adjectives in sentences.	Learner distinguish different types of adjectives in sentences with assistance.
Ability to use adjectives in sentences.	Learner makes excellent use of adjectives in simple sentences.	Learner uses adjectives correctly in simple sentences.	Learner makes use of adjectives in simple sentences with minimal mistakes.	Learner makes many mistakes in use of adjectives in simple sentences.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.4 The five special verbs (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify the five special verbs in a text b) use the five special verbs in sentences c) value the importance of tenses in communication	The learner is guided to: <ul style="list-style-type: none"> • mention goods and services found in a mall using the five special verbs (Al af'aal alkhamasa) • extract the five special verbs in a given paragraph related to the mall in groups • explain the usage of the five special verbs in communication in groups or pairs • develop creative learning materials using five special verbs and present in groups 	How can you use special verbs to communicate effectively?
Core Competencies to be developed:				
Communication and collaboration: Learner speak engagingly as they explain usage of the five special verbs.				
Pertinent and Contemporary Issues (PCIs):				
Interpersonal skills: Learner acquires the skills of problem solving and discussion making.				
Values:				
Respect and love are demonstrated as Learner works in groups to extract the five special verbs from a paragraph.				
Link to other subjects:				
English: Learning is linked to English where the aspects of verbs are taught.				

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify special verbs.	Learner confidently and promptly identifies the special verbs in given texts.	Learner identifies the special verbs in given texts.	Learner identifies most of the special verbs in given texts.	Learner identifies the special verbs in given texts with considerable prompting.
Ability to use the special verbs in sentences.	Learner constructs sentences using the five special verbs and vocalizes them accurately and correctly.	Learner constructs sentences using the five special verbs and vocalizes them correctly.	Learner constructs sentences using the five special verbs and vocalizes them with few errors.	Learner constructs sentences using the five special verbs and vocalizes them with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.5 Coordinate Conjunctions (3lessons)	By the end of the sub strand, the learner should be able to: a) identify the coordinate conjunctions in a given context a) use the coordinate conjunctions in sentences b) appreciate use of	The learner is guided to: <ul style="list-style-type: none"> ● list coordinate conjunctions (<i>Adaatul wasli</i>) from a short paragraph ● construct simple sentences using coordinate conjunctions ● create short texts on using coordinate conjunctions ● search online for advertisements or 	Why is it important to use conjunctions in communication?

		coordinate conjunctions in sentences	articles related to pharmacy, drugs and extract coordinate conjunctions	
Core Competencies to be developed:				
Critical thinking and problem solving: Learner constructs sentences using coordinate conjunctions.				
Pertinent and Contemporary Issues (PCIs):				
Consumer protection: Learner uses advertisements to get information related to medical products.				
Values:				
Responsibility: Responsibility is demonstrated when Learner uses online materials responsibly.				
Link to other subjects:				
Learning is linked to all languages where content on coordinate conjunctions is taught.				
Assessment Rubric				
Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the coordinate conjunctions.	Learner readily and clearly identifies coordinate conjunctions in the given texts.	Learner identifies coordinate conjunctions in the given texts.	Learner identifies most of the coordinate conjunctions in the given texts.	Learner identifies the coordinate conjunctions in the given texts with assistance.
Ability to use coordinate conjunctions in sentences.	Learner makes excellent use of coordinate conjunctions in simple sentences.	Learner uses coordinate conjunctions correctly in simple sentences.	Learner makes few errors in usage of coordinate conjunctions in simple sentences.	Learner makes many errors in use of coordinate conjunctions in simple sentences.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.6 Prepositions (3 Lesson)	By the end of the sub strand, the learner should be able to: a) identify prepositions used in the context, b) use prepositions in constructing sentences, c) Recognize the importance of using prepositions for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • extract prepositions (<i>Huruful Jarri (Min, ila, ala, fi...)</i>) from a given text • construct simple sentences on social relations using prepositions (<i>Adhhabu ila suuqi al matjary</i>) • discuss the importance of demonstrating respect for various beliefs and practices using prepositions in groups (<i>Uhibbu swadiqy liannahu yadhabu ila al masjid kulla yaumin</i>) • role play a dialogue on living peacefully with others using prepositions and make recordings using digital devices in pairs • participate in Arabic language club for language and personality skills development 	Why is it important to use preposition in a sentence?
Core Competencies to be developed:				
Digital literacy: Learner interacts with digital technology as they make recordings of a dialogue on living peacefully with others.				
Pertinent and Contemporary Issues (PCIs):				
Social cohesion: Social cohesion is demonstrated as Learner discusses the importance of exhibiting respect for various beliefs and practices.				

Values:

Respect: Learner discusses the importance of demonstrating respect for various beliefs and practices.

Link to other subjects:

Social studies: Learning is linked to Social studies where concepts of various culture, belief and practices are taught.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify prepositions from a given context.	Learner accurately and correctly identifies the prepositions from a given context.	Learner identifies the prepositions from a given context correctly.	Learner identifies the prepositions from a given context but leaves out a few.	Learner has difficulty in identifying the prepositions from a given context.
Ability to use prepositions in constructing sentence.	Learner uses varied preposition to construct creative sentences.	Learner uses clear and precise preposition to construct simple sentences.	Learner uses few preposition to construct simple sentences..	Learner uses very limited preposition to construct simple sentences.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Language structures	4.7 Distinctive (specification) (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify specification in given context, use specification in sentences correctly, appreciate the use of specification in communication. 	The learner is guided to: <ul style="list-style-type: none"> identify specification (At-Tamyeez) from a given text construct simple sentences on media using <i>Tamyeez</i> and present in class discuss at-Tamyeez in a given paragraph complete sentences using at-Tamyeez listen to an audio device and list specification mentioned discuss the importance of safe and responsible use of media using <i>Tamyeez</i> in groups use digital devices to make recordings on how to act safely and responsibly in digital environments and make presentations 	What is specification (at-Tamyeez)?
Core Competencies to be developed: Digital literacy: Learner interacts with digital technology to make recordings on how to act safely and responsibly in digital environments.				
Pertinent and Contemporary Issues (PCIs): Safety and security: Learner observe safety measures when using digital technology.				
Values: Unity: Learner discusses specification (at-Tamyeez) in groups.				

Link to other subjects:

English: Learning area is linked to English language where specification is taught.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify specification in a given context	Learner distinctively identifies and explains specification correctly.	Learner distinctively identifies specification correctly. constructing	Learner basically identifies specification correctly.	Learner struggles to identify specification correctly.
The ability to use specification in constructing sentences.	Learner makes excellent use of specification in constructing simple sentences.	Learner uses specification correctly in constructing simple sentences.	Learner makes few errors in use of specification in constructing simple sentences.	Learner makes many errors in use of specification in constructing simple sentences.

COMMUNITY SERVICE LEARNING PROJECT

Introduction

In Grade 9, learners will undertake a CSL activity on thematic areas provided to them. They will be required to identify a community problem through research, design solution and come up with a plan to solve the problem. The preparations will be carried out in convenient groups. Learners will build on CSL knowledge, skills and attitudes acquired during Life Skills Education as well as other learning areas.

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 innovative ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
- iii) **Research:** Learners will exploit research skills as they identify a problem or a pertinent issue in the community, design a solution and plan how the problem will be solved. They will then do a report of the project accomplished.
- iv) **Communication and collaboration:** Learners will develop these skills as they interrogate the problem in the society, research and brainstorm on solution, and collaborate with the members of the community in the implementation process.
- v) **Citizenship:** Learners will engage in the CSL activities, in appreciation of their responsibilities, rights and privileges as citizens, 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 cohesive, peaceful and inclusive society.
- vi) **Life Skills:** Learners will develop life skills in the areas of decision making, assertiveness, effective communication, and problem solving and stress management.
- vii) **Community Development:** Learners will be sensitized with the needs or gaps in the community, and empowered to take responsibility within their means for 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 PCIs as per their context and reality.</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) design a solution to the identified problem, c) plan to solve the identified problem in the community, d) implement the plan to solve the problem, e) report and reflect on the concluded project f) 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 (human, technical, financial) • discuss when the project will begin and 	<ol style="list-style-type: none"> 1. How does one determine a community need? 2. Why is it necessary to make adequate preparations before embarking on a project?

		<p>end</p> <ul style="list-style-type: none"> • 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. 	
<p>Key Component of CSL developed:</p> <ol style="list-style-type: none"> a) identification of a problem in the community through research, b) designing solution(s) to the identified problem, c) planning to implement the solution, d) implementing the plan to solve the problem, e) conclude, reflect, report on the project. 			
<p>Core Competencies to be Developed:</p> <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: Learner develops the skills of self-awareness and leadership as they undertake the CSL project • Creativity and Imagination: Learner 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: Learner can use technology when as they research on a community problem that they can address. • Learning to Learn: Learner gains 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 learner chooses a PCI that needs immediate attention in the community. 			
<p>Pertinent and contemporary Issues</p> <ul style="list-style-type: none"> • Social cohesion as learner discusses possible solutions to the identified issue. 			

- Critical thinking as learner discusses possible solutions to the identified issue.

Values

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem in the community	Exhaustively identifies a problem in the community	Identifies a problem in the community	Fairly identifies a problem in the community	Only with prompts identifies a problem in the community
Ability to design solutions to the identified problem	Elaborately designs solutions to the identified problem	Designs solutions to the identified problem	Fairly designs solutions to the identified problem	With assistance designs solutions to the identified problem
Ability to plan to solve the identified problem	Thoroughly plans to solve the identified problem	Plans to solve the identified problem	Fairly plans to solve the identified problem	With assistance plans to solve the identified problem
Ability to implement the plan to solve the problem	Comprehensively implements the plan to solve the problem	Implements the plan to solve the problem	Fairly implements the plan to solve the problem	With assistance implements the plan to solve the problem
Ability to report on the concluded project	Exhaustively reports on the concluded project	Reports on the concluded project	Partially reports on the concluded project	With assistance reports on the concluded project

APPENDIX 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 	<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"> • Menus • 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