MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

ENGLISH
GRADE 8

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

FOREWORD

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

The Grade 8 curriculum designs build on competencies attained by learners at the end of Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

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

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

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PREFACE

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

Grade 8 curriculum furthers implementation of the CBC from Grade 7. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 8 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

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

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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 8 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 8 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 8 and preparation of learners for Grade 9.

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TABLE OF CONTENTS

LESSON ALLOCATION

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

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) **Foster nationalism and patriotism and promote national unity.**

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

iii) Promote individual development and self-fulfillment

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

iv) Promote sound moral and religious values.

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

v) Promote social equality and responsibility.

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

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

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

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

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

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

DRAFT

ESSENCE STATEMENT

The Constitution of Kenya 2010 accords English the status of one of the official languages. According to the Language in Education Policy of 1976, English is the language of instruction from Grade Four onwards, including colleges and universities. In addition, English is a language of communication at both local and international levels. Mastery of English enhances access to academic, social, and professional opportunities. The English subject at the junior secondary school level will expose learners to both knowledge and use of the English language, and literary appreciation. It will build on the competencies acquired at the upper primary school level in Listening, Speaking, Reading, Writing, and Grammar in Use.

By the end of Junior Secondary level, learners will be expected to be proficient in the English language for further learning and training, and their day-to-day interactions. Learners will be provided with appropriate varied experiences in listening, speaking, reading, writing, and Grammar in Use to develop linguistic and communicative competence. They will also be expected to interact with print and non-print language and literary material both in and outside the classroom.

The English subject will lay a firm foundation for the learners' efficient and effective use of the English language, as a communication tool and the medium of instruction at Senior Secondary School. In addition, it will be a stepping stone for further study of English, Literature in English, and other pathways.

GENERAL 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 in diverse contexts.
3. Apply Digital Literacy skills appropriately for communication and learning in day-to-day life.
4. Practise hygiene, appropriate sanitation, and nutrition to promote health.
5. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility
7. Demonstrate social skills, spiritual and moral values for peaceful co-existence.

8. Demonstrate an appreciation of the country's rich, diverse cultural heritage for harmonious co-existence
9. Manage pertinent and contemporary issues in society effectively

GENERAL LEARNING OUTCOMES FOR ENGLISH

By the end of Junior Secondary level, the learner should be able to:
1. Listen and respond appropriately to relevant information in a variety of contexts,
2. Read a wide variety of texts fluently, accurately, and interpretively for lifelong learning,
3. Develop   critical thinking skills for life,
4. Read and analyse literary works and relate them to real life experiences,
5. Develop a lifelong interest in reading on a wide range of subjects,
6. Use grammatical forms to communicate appropriately in different settings,
7. Write texts legibly, creatively, and cohesively to empower them for life
8. Apply digital literacy skills to enhance proficiency in english,
9. Appreciate the role of English as a medium for creativity and talent development.

STRANDS
1. Listening and Speaking
2. Reading
3. Grammar in Use
4. Writing

THEMES

In the Grade Eight English Curriculum, the following themes will facilitate the learning of English in context:

1. Human Rights
2. Scientific Innovations
3. Pollution
4. Choosing Leaders
5. Relationships: Peers
6. Rehabilitation
7. Natural Resources Wildlife
8. Tourism: Domestic
9. Heroes: Africa
10. Art
11. Choosing A Career
12. Modern Fashion
13. Consumer Protection
14. Sports: Olympics
15. Tourist Attractions – Africa

STRAND 1.0: HUMAN RIGHTS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.0 Listening and Speaking	**1.1 Polite Language** **1.1.1 Telephone Etiquette**	By the end of the sub strand, the learner should be able to: a) Identify polite words and phrases in telephone conversations b) conduct a telephone conversation using polite words and expressions c) acknowledge the significance of etiquette in telephone conversations.	The learner is guided to : • listen and identify words and phrases that indicate polite language in a *telephone conversation* from a digital device • role play in pairs a telephone dialogue on human rights using polite language • match polite telephone expressions with appropriate responses from the cards provided • practise leaving and taking telephone messages over the phone using polite language in the caller card.	1. Why should one be polite when speaking over the telephone? 2. How do we ensure politeness in a telephone conversion?
Core competences to be developed: • Communication is enhanced as the learner carry out telephone conversations • Digital literacy is enhanced as the learner use the telephone to make calls under the guidance of the teacher			
Pertinent and Contemporary Issues (PCIs) Social cohesion is developed as the learner use polite language when communicating over the phone			

Values:				
Respect inculcated as the learner take turns during telephone conversations				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify polite words and phrases in telephone conversations	Identifies all the polite words in telephone conversations	Identifies most polite words and phrases in telephone conversations	Identifies some polite words and phrases in telephone conversations	Has difficulty identifying polite words and phrases in telephone conversations
Ability to conduct a telephone conversation using polite words and phrases	Conducts a telephone using a variety of polite words and phrases	Conducts a telephone conversation using polite words and phrases	Conducts a telephone conversation using some polite words and phrases	Finds it difficult to conduct a telephone conversation using polite words and phrases

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.2 Reading	**1.2.1 Extensive Reading: Independent Reading**	By the end of the sub strand, the learner should be able to: a) identify print and non-print texts that are interesting to read b) read a range of texts for information c) appreciate the importance of reading for enjoyment.	The learner is guided to: • skim through grade appropriate print and electronic reading material • scan grade appropriate print and electronic reading material • read materials on human rights at their pace for a specified period of time • discuss what they have read in groups • write down the main ideas in the texts they have read • use a dictionary to look up the meaning of vocabulary acquired from the *independent reading* • infer the meaning of words as used in the texts.	1. Why should one read widely? 2. What should one consider when selecting a reading text?

Core competences to be developed:
- Self – efficacy is enhanced when learners improve their self-esteem as they choose the texts to read.
- Learning to learn is enhanced as the learner gain assertiveness and independence when they select reading materials.

Pertinent and Contemporary Issues (PCIs)
Decision making is improved as the learner chooses what to read extensively from a variety of materials.

Values:
Responsibility is developed as the learner engages and helps each other in selecting the reading materials.

Link to other subjects:
Social Studies handles human rights as a pertinent issue.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectations
Ability to identify print and non-print texts that are interesting to read	Identifies varied print and non-print texts that are interesting to read	Identifies print and non-print texts that are interesting to read	Identifies limited print and non-print texts that are interesting to read	Identifies print and non-print texts that are interesting to read with difficulty
Ability to read a range of texts for general understanding	Reads a wide range of texts for general understanding	Reads a range of texts for general understanding	Partially reads a range of texts for general understanding	Struggles to read some a range of texts for general understanding with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Grammar in Use	**1.3.1 Word classes: Compound Nouns**	By the end of the sub strand, the learner should be able to: a) identify compound nouns in a text b) use compound nouns in their singular and plural forms c) appreciate the importance of compound nouns in communication.	The learner is guided to: • listen to an audio recording on human rights and, in groups, • identify the *compound nouns* used in the text • categorise compound nouns into two word or three word nouns from a given list • form separate and hyphenated compound nouns by combining two or more words • form plurals of compound nouns from a completion table • write sentences using compound nouns in their singular and plural forms in pairs • search online and offline for more examples of compound nouns • use compound nouns to form sentences from a substitution table in pairs • assess the correctness of the sentences with peers	1. Why should we use compound nouns when communicating? 2. How do compound nouns form plurals?

Core competences to be developed:
• Self-efficacy is enhanced as the learner participates in a variety of activities.
• Learning to learn as the learner use compound nouns in sentences.

Pertinent and Contemporary Issues (PCIs)
Self-esteem is boosted as the learner communicates using the newly acquired compound nouns.

Values:
Respect as the learner identifies the compound nouns in the text in groups.

Link to other subjects:
Kiswahili and German, expose learners to compound nouns.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify compound nouns in a text	Identifies both familiar and unfamiliar compound nouns in a text	Identifies familiar compound nouns from a text	Identifies some familiar compound nouns	Has difficulty identifying compound nouns
Ability to use compound nouns in sentences correctly	Uses both familiar and unfamiliar compound nouns in sentences correctly	Uses familiar compound nouns in sentences correctly	Uses some familiar compound nouns in sentences correctly	Has difficulty using compound nouns in sentences correctly

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.4 Reading	1.4.1 Intensive Reading: Short Stories	By the end of the sub strand, the learner should be able to: a) outline the sequence of events in a short story that they have read b) use contextual clues to infer the meanings of words c) answer direct and inferential questions from a short story d) acknowledge the role of reading in communication.	The learner is guided to : • predict events by focusing on the title and illustrations in a text • silently read the *short story* • infer contextual meanings of words based on the events in the story • retell the story in small groups while citing issues on human rights • role play selected events and characters in the story • in groups, discuss the relationships between their own lives and those of characters in the text.	1. How can you predict the outcome of a story even before you read it? 2. How do you tell the meaning of unfamiliar words in a story?

Core competences to be developed:
- Critical thinking as the learner assesses the relationship between their own lives and those of the characters in the story.
- Communication and communication is achieved as the learner engages in various group activities.
- Citizenship is promotes as the learner cites issues on human rights.

Pertinent and Contemporary Issues (PCIs)
Environmental and social issues as the learner compare their experiences with those of the characters in the story.

Values:
Responsibility- as the learner take different roles to dramatise the events in the story.

Link to other subjects:
Life Skills Education also focuses on critical thinking.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline the sequence of events in the short story that they have read	Clearly and logically outlines the sequence of events in the short story that they have read	Outlines the sequence of events in the short story that they have read	Partially outlines the sequence of events in the short story that they have read	Struggles to outline the sequence of events in the short story that they have read
Ability to use contextual clues to infer the meanings of words	Excellently uses contextual clues to infer the meanings of words	Uses contextual clues to infer the meanings of words	Uses contextual clues to infer the meanings of some words	Has difficulty using contextual clues to infer the meanings of words
Ability to answer direct and inferential questions from the short story	Answers all direct and inferential questions from the short story accurately and with clarity	Answers most of the direct and inferential questions from the short story accurately	Answers some direct and inferential questions from the short story accurately	Most answers to the direct and inferential questions from the short story are inaccurate

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.5 Writing	**1.5.1 Writing legibly and neatly**	By the end of the sub strand, the learner should be able to: a) classify letters according to height differentials b) write a text, legibly and neatly c) Advocate the need for legibility and neatness writing.	The learner is guided to: • copy a provided passage and shape upper and lower case lettters appropriately • copy a provided passage and space letters, words and sentences correctly • rewrite a provided text *legibly and neatly* • cancel words or sentences neatly when composing a text. • split words that are joined appropriately • write dictated sentences legibly and neatly. • write a narrative composition on human rights legibly and neatly • cancel neatly upon making mistakes as they listen to the excerpt that is dictated	1. Why should one write legibly and neatly? 2. What are the qualities of a good handwriting?
Core competences to be developed: • Learning to learn is enhanced as the learner write legibly and neatly. • Self efficacy is enhanced as leaarners' confidence in written communication is boosted.				

Pertinent and Contemporary Issues (PCIs)
Self- esteem is improved as the learner practise writing leegibly and neatly.

Values:
Responsibility is enhanced as the learner write legibly and neatly, words sentences related to human rights.

Link to other subjects:
All subjects need the learners to write neatly and legibly.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectations
Ability to classify letters according to height differentials	Exceptionally classifies all letters according to height differentials correctly	Classifies all letters according to height differentials correctly	Classifies some letters according to height differentials correctly	Struggles to classify letters according to height differentials correctly
Ability to write a text, legibly and neatly	Perfectly writes a text, legibly and neatly	Writes a text, legibly and neatly	Writes a text, legibly but not neatly	Struggles to write a text, legibly and neatly

STRAND 2.0: SCIENTIFIC INNOVATIONS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.1 Listening and Speaking	**2.1.1: Oral Presentation 2.1.2: Songs**	By the end of the sub strand, the learner should be able to: a) identify features of songs b) use performance techniques when singing c) write songs on a Scientific innovation. d) appreciate the role of songs in the society.	The learner is guided to : • watch recordings of *songs* from the Kenya drama and music festivals • discuss in groups the performance techniques that make the presentations appealing • identify songs of their choice and present them to the rest of the class • write songs on scientific innovations • recite and record the songs or poems in groups • watch the recordings and discuss the non- verbal aspects of the performance.	1. What makes songs interesting? 2. How can one improve the presentation of a song?

Core competences to be developed:
• Creativity and imagination is enhanced as the learner write songs.
• Digital literacy is enhanced as the learner record and watch performances.

Pertinent and Contemporary Issues (PCIs)
Citizenship is fostered as the learner watch Drama Festival performances from different communities fostering social cohesion and patriotism

Values:
Patriotism as the learner sing the different but uniting songs

Link to other subjects:
Music, and Performing Arts develop learners' performance skills as they perform songs

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify features of songs	Accurately and clearly identifies features of songs	Identifies features of songs	Partly identifies features of songs	Attempts to pick out features of songs
Ability to use performance techniques when singing.	Confidently uses performance techniques when reciting singing.	Uses performance techniques when singing.	Partially uses performance techniques when singing.	Needs help in using performance techniques when singing.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.2 Reading	**2.1 Intensive Reading: Simple poems**	By the end of the sub strand, the learner should be able to: a) identify the persona in a given poem b) identify instances of repetition in a given poem c) explain what the poem is about d) appreciate the role of poems in communication.	The learner is guided to : • read a given *poem* for enjoyment. • recite/rap and dramatize the given poem. • discuss in pairs the voice that that speaks in the poem • explain the words, phrases and sentences in the poem that help them to decipher the surface and deeper meaning. • in groups, relate the message in the poem with real life experiences • compose, type and share poems related to human rights in pairs or small groups • display their poems on a chart or a poster in class or the school notice board.	1. How is a poem different from a passage? 2. How can you say what is in the poem in your own words?

Core competences to be developed:
- Critical thinking and problem solving is enhanced as the learner relate the message in the poem to real life and explore different ways of dealing with the issues mentioned.
- Self – efficacy is developed as the learner composes a poem.

Pertinent and Contemporary Issues (PCIs)

Social cohesion is developed as the learner work together to compose poems on scientific innovations.

Values:

Responsibility is enhanced as the learner engage in writing of poems in groups.

Link to other subjects:

French and German expose learners to poetry appreciation.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectations
Ability to identify the persona in a given poem	Accurately identifies and illustrates the persona in a given poem	Identifies the persona in a given poem	Identifies the persona in a given poem with help	Identifies the persona in a given poem with difficulty even when supported
Ability to explain what the poem is about	Exceptionally explains what the poem is about	Explains what the poem is about	Explains what the poem is about with assistance	Finds difficult to explain what the poem is about

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.3 Grammar in Use	**2.3.1 Word classes: Collective nouns**	By the end of the sub strand, the learner should be able to: a) identify collective nouns from a text b) use singular and plural forms of collective nouns correctly in sentences c) appreciate the importance of collective nouns in communication.	The learner is guided to : • list the *collective nouns* as they listen to an audio text • identify collective nouns in a print text. • classify collective nouns according to people, animals or things • Discuss the plural forms of these nouns • write correct sentences using collective nouns from substitution tables • fill in blank spaces using the correct collective nouns • fill in crossword puzzles using collective nouns • search for more examples of collective nouns from print or non-print text • In groups, construct sentences using the collective nouns they have identified	1. What are the different types of nouns? 2. How do collective nouns form their plurals?

Core competences to be developed:
- Learning to learn is enhanced as the learner discussing plural forms of collective for effective communication.
- Communication and collaboration is developed as the learner construct sentences in groups.

Pertinent and Contemporary Issues (PCIs)
Life Skills Education is enhanced through effective communication as the learner use collective nouns correctly.

Values:
Unity is developed as the learner work together in pairs or in groups
Respect is developed as the learner appreciate each other's capabilities

Link to other subjects:
Social Studies and Religious Education feature collective nouns.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify collective nouns	Identifies all collective nouns from a text	Identifies most collective nouns from a text	Partially identifies collective nouns	Has difficulty identifying most collective nouns
Ability to use singular and plural forms of collective nouns correctly in sentences	Uses all singular and plural forms of collective nouns correctly in sentences	Uses most of the singular and plural forms of collective nouns correctly in sentences	Uses some singular and plural forms of collective nouns correctly in sentences	Uses few singular and plural forms of collective nouns correctly in sentences

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.4 Reading	**2.4.1 Intensive Reading: Short story**	By the end of the sub strand, the learner should be able to: a) identify the time and place of the short story b) highlight the episodes in the short story c) appreciate the differences in culture and setting.	The learner is guided to : • watch different places and times of the day and night from a digital device or written text • read a *short story* and in pairs or small groups retell what they have read • tease out the geographical setting, the historical period and the culture from which the story is based looking at words and elements used in the story • compare the setting and places in the short story to their own setting • in groups, use their surroundings to describe setting and place. • Take or draw pictures of different settings and at different times.	1. Which places would you like to visit? 2. Which time in history would you desire to live?

Core competences to be developed:
- Digital literacy is enhanced as the learner manipulate digital devices while looking at different places at different times
- Imagination and creativity is brought out as the learner draw or take pictures of different settings.

Pertinent and Contemporary Issues (PCIs) Peace education is enhanced as the learner appreciate the fact that different people live in different places

Values:
Unity is fostered as the learner compares the setting in the short story with their own environment.

Link to other subjects:
Kiswahili, indigenous languages and performing arts all have elements of literary works.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the time and place of the short story	Identifies all details of the time and place of the short story with precision	Identifies most of the details of time and place of the short story	Omits some of the details time and place of the short story	Omits most details of the time and place of the short story
Ability to highlight the episodes in the short story.	Highlights all episodes in the short story.	Highlights most episodes in the short story.	Highlights some episodes in the short story.	Finds it difficult to highlight some episodes in the short story.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.5 Writing	**2.5.1 Mechanics of Writing: Punctuation**	By the end of the sub strand, the learner should be able to: a) punctuate a given text using commas, apostrophes, and capital letters correctly b) use the apostrophe, comma and capital letter appropriately in composition writing c) advocate the use of correct punctuation in writing.	The learner is guided to : • search online and offline on uses of the *comma, apostophe and capital letter* • in pairs,read a given text and take note of the commas, apostrophes and capital letters used • explain how the commas and the apostrophes are used in the text • in pairs,discuss the role of capital letters as used in various words or sentences in the passage • punctate a passage correctly commas, apostrophes, or capital letters where necessary • write a short composition on scientific innovations using capital letters, commas and apostrophes correctly • in pairs, assess each other's composition and discuss how the punctuation marks and capital letters are used	1. Why should a text be well punctuated? 2. How does wrong punctuation affect writing?

			• in groups, search for more uses of the apostrophe and brackets from books or the internet.	

Core competences to be developed:
- Self-efficacy is developed as the learner gain the confidence to use punctuation marks correctly in speech and in writing.
- Critical thinking and problem solving is enhanced as the learner figure out when to use the comma, appostrophe and capital letter.

Pertinent and Contemporary Issues (PCIs)
Decision making is achieved as the learner decide what and where to punctuate correctly in writing.

Values:
Respect is inculcated as the learner tolerate their collegues who do not apply the rules of the comma and apostrophe while speaking.

Link to other subjects:
All languages empasize the correct use of commas, apostrophes and capital letters

Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to punctuate a given text using commas, apostrophes, and capital letters correctly	Exceptionally and accurately punctuates a given text using commas, apostrophes, and capital letters	Accurately punctuates a given text using commas, apostrophes, and capital letters correctly	Makes some errors when using commas, apostrophes, and capital letters in a given text	Makes numerous errors when punctuating a given text using commas, apostrophes, and capital letters
Ability to use the apostrophe, comma and capital letter appropriately in composition writing	Uses the apostrophe, comma and capital letter in a variety of sentences in composition writing	Uses the apostrophe, comma and capital letter appropriately in composition writing	Uses the apostrophe, comma and capital letter appropriately in composition writing but makes some errors	Attempts to use the apostrophe, comma and capital letter in composition writing but makes numerous errors

STRAND 3.0:   POLLUTION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.1 Listening and Speaking	**3.1.1 Listening Comprehension:**	By the end of the sub strand, the learner should be able to: a) Identify the main idea from a cause and effect text. b) Pinpoint specific information from a cause and effect text. c) infer the meanings of unfamiliar words using context clues. d) acknowledge the importance of listening for detail.	Learner is guided to: • listen to a *cause and effect* text on polution being read by the teacher or from a digital device • pick out the *main idea* from that cause and effect text • respond to oral questions based on the text correctly • identify and write down the ideas presented in the text • orally answer question based on the text • make a list of unfamiliar words and practise pronouncing them in pairs • give the meaning of specific words using context clues • look up the meanings of unfamiliar words from an online or offline dictionary	1. Why is it important to listen keenly? 2. What should one look for when listening to a text?

				• use given words to construct sentences.	

Core competences to be developed:
- Digital Literacy is promoted as learners listen to texts and search for meanings of words using digital devices.
- Self- efficacy is achieved as the learner practices pronouncing words and uses them correctly in sentences.

Pertinent and Contemporary Issues (PCIs)
- Environmental Education is enriched as the learner listens to a text on pollution.
- Health Education is nurtured as the learner learns about the health risks caused by pollution as they listen to a text on pollution.

Values:
Responsibility is cultivated as the learner acquires knowledge about how to take care of the environment from the cause and effect texts

Link to other subjects:
- All subjects require the learner to exhibit good listening skills.
- Social Studies teaches issues of the environment.

Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to identify the main idea from a text	Aptly identifies the main idea from a text correctly	Identifies the main idea from a text correctly	Omits some of the details of the main idea from a text	Omits most of the details of the main idea from a text
Ability to infer the meanings of unfamiliar words using context clues	Infers the meanings of very many unfamiliar words using context clues correctly	Infers the meanings of unfamiliar words using context clues correctly	Infers the meanings of some unfamiliar words using context clues correctly	Has difficulty inferring the meanings of unfamiliar words from context clues correctly
Ability to pinpoint specific information from a cause and effect text.	Confidently pinpoints specific information from a cause and effect text.	Pinpoints specific information from a cause and effect text.	Pinpoints specific information from a cause and effect text with some assistance	Unable to pinpoint specific information from a cause and effect text.

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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.2 Reading	**3.2.1 Intensive Reading**	By the end of the sub strand, the learner should be able to: a) answer questions based on a given text correctly b) infer meanings of words in a given text correctly c) acknowledge the importance of good reading skills reading in life.	The learner is guided to: • predict events by focusing on the title and illustrations in a text • individually, silently read the passage on pollution so as to internalize the *information* • read the passage aloud in turns as they answer the oral questions that are asked • in pairs, infer the *meaning* of given words using synonyms, contexts among others • recapture events in the text as they role play in small groups • write answers to the questions given after the passage correctly.	1. How can one improve the way they read? 2. Which skills should one use in order to read effectively?

Core competences to be developed:
• Critical thinking is cultivated when the learner infers meanings of words used in the passage.
• Communication and collaboration as the leaner works in pairs or group to accomplish given tasks.

Pertinent and Contemporary Issues (PCIs)
Environmental Education is advanced as the learner reads a passage on pollution .

Values:
• Patriotism is fostered as the learner reads on pollution and how to improve the environment.

• Responsibility is nurtured as the learner takes care of the environment.		

Link to other subjects:
Health Education and Agriculture also teach on the conservation of the environment.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to infer meanings of words in a text correctly	Accurately infers meanings of all the words in a text and uses them in constructing their own sentences.	Infers the meaning of the words in a text correctly.	Makes an attempt to infer the meaning of words in a text correctly.	Struggles to infer the meaning of some words in a text.
Ability to answer questions correctly	Perfectly answers all questions correctly.	Answers all questions correctly.	Answers some questions correctly.	Hardly answers any questions correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.3 Grammar in Use	**1.3.1 Word Classes** **1.3.2 Primary Auxiliaries**	By the end of the sub strand, the learner should be able to: a) identify primary auxiliary verbs in a text b) use primary auxiliary verbs in sentences correctly c) appreciate the importance of primary auxiliary verbs in communication.	**Learner is guided to:** • Identify *primary auxiliary verbs* from a text • Search for the functions of primary auxiliary verbs from the internet or text books • write down sentences using each of the primary auxiliary verbs individually. • In small groups, write a short paragraph on environmental conservation using primary auxiliary verbs • read out the paragraphs to the rest of the class • fill in blank spaces in sentences given using the correct form of the primary auxiliary verbs • Engage in a question and answer session using primary auxiliary verbs.	1. Which words describe actions and which ones describe state? 2. What are the functions of verbs in sentences?
Core competences to be developed: • Digital literacy is promoted as the learners search for information from the internet.				

- Self- efficacy is affirmed as the learner speaks in the correct tenses.

Pertinent and Contemporary Issues (PCIs)
Environmental Issues are emphasized as the learner writes a paragraph on environmental conservation.

Values:
Respect is enhanced as the learner help each other in constructing sentences correctly.

Links to other subjects:
All languages need the functions of verbs in their varied tense to make communication effective.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify primary auxiliary verbs correctly	Aptly identifies primary auxiliary verbs	Identifies primary auxiliary verbs correctly	Identifies some primary auxiliary verbs correctly	Has difficulty identifying primary auxiliary verbs correctly
Ability to use primary auxiliary verbs correctly in sentences	Accurately uses primary auxiliary verbs in varied sentence structures	Uses primary auxiliary verbs correctly in sentences	Uses some primary auxiliary verbs correctly in sentences	Has difficulty using primary auxiliary verbs correctly in sentences

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.4 Reading	**3.4.1 Intensive reading: poetry**	By the end of the sub strand, the learner should be able to: a) identify the aspects of structure in a given poem b) recognize the main ideas in a given poem c) recognize the role of poems in communicating values	Learner is guided to: • search online and offline for the structure of a poem, poet, number of stanzas, number of lines in a stanza • read a given poem and in groups identify the structure • recite and dramatize the given poem • explain the words, phrases and sentences in a poem that help them to decipher the surface and deeper meaning. • relate the message of the poem to real life • in groups, identify topics touching on pollution • in groups, list the topics down and display them in charts • pick a topic to write a poem on • compose, type and share a poem related to pollution in pairs or small groups • display their poems in a portfolio/chart/class noticeboard	1. How is a poem different from a passage? 2. What messages do poems convey?

Core competences to be developed:
- Critical thinking and problem solving is cultivated as the learner discuss the messages in the poems and how they relate to real life.
- Citizenship is enhanced as the learner explore human right issues affecting their community

Pertinent and Contemporary Issues (PCIs)
Citizenship education is emphasized as the learner compose poems on pollution.

Values:
Respect is inculcated as the learner get involved in group discussions and writing of poems on pollution.

Link to other subjects:
Performing Arts and Kiswahili have poetry as part of their content.

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectations
Ability to identify the aspects of structure in a given poem	With precision identifies all the aspects of structure in a given poem	Identifies aspects of structure in a given poem	Identifies some aspects of structure in a given poem	Has difficulty in identifying aspects of structure in a given poem
Ability to recognise the main ideas in a given poem	Readily recognizes the main ideas in a given poem	Recognizes the main ideas in a given poem	Recognizes the main ideas in a given poem with some help	Has difficulty in recognizing the main ideas in a given poem

Ability to identify a topic relating to pollution.	Swiftly identifies a topic relating to pollution	Identifies a topic relating to pollution	Identifies a topic relating to pollution with some assistance	Struggles to identify a topic relating to human rights in the community
Ability to compose a poem on pollution	Creatively composes a poem on pollution	Composes a poem on pollution	Composes a poem on pollution with the help of peers	Unable to compose a poem on pollution.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.5 Writing	**3.5.1 Paragraphing: Sequencing of Ideas**	By the end of the sub strand, the learner should be able to: a) identify conjunctions used in a well formed paragraph b) use conjunctions to sequence and connect ideas correctly in a paragraph c) appreciate the role of conjunctions in communication .	Learner is guided to: • look for *conjuctions* and their funtions in their immediate context from print and non-print text • read paragraphs that use conjunctions to sequence ideas from a book or using a digital device • combine sentences to form paragraphs using appropriate conjunctions • rearrange jumbled sentences to form a cohesive paragraph using conjunctions • use different conjunctions in a composition to show sequence of ideas.	1. Why is it important to use conjunctions in writing? 2. Which words join ideas and sentences?

Core competences to be developed:
• Creativity and imagination is developed as the learner connect ideas creatively and sequentially in composition writing.
• Critical thinking and problem solving is acheived as the learner forms paragraphs using conjunctions.

Pertinent and Contemporary Issues (PCIs)
Critical and creative thinking are advanced as the learner practises connecting ideas logically in writing.

Values:				
Unity is enriched as the learner work together to identify conjunctions in paragraphs.				

Links to other subjects:				
Kiswahili, German, French and Indigenous languages require learners to connect ideas logically.				

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectations
Ability to identify conjunctions used in a well formed paragraph.	Identifies all the conjunctions used in varied texts and uses them in a paragraph correctly.	Identifies conjunctions used in a paragraph correctly.	Identifies some of the conjunctions used in a paragraph correctly	Identifies a few conjunctions used in a paragraph with the help of peers or the teacher.
Ability to use conjunctions to sequence and connect ideas correctly in a paragraph.	Appropriately uses conjunctions in varied sentences to show sequence of ideas in a paragraph.	Uses conjunctions correctly to show sequence of ideas in a paragraph.	Sometimes uses conjunctions correctly to show sequence of ideas in a paragraph	Requires assistance to use conjunctions correctly to show sequence of ideas in a paragraph.

STRAND 4.0: THEME: CONSUMER ROLES AND RESPONSIBILITES

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.1 Listening and Speaking	**4.1.1** **Listening Comprehension: Selective Listening**	By the end of the sub strand, the learner should be able to: a) distinguish between specific and general information from a listening text b) select specific information from a text c) listen and respond to texts appropriately d) emphasise the value of listening skills in communication.	The learner is guided to: • listen to an audio text on consumer roles and responsibilities and decide whether the information presented is specific or general • search online for audio recordings and attentively listen for specific information • listen to a role play on roles and responsibilities of consumers and respond to questions • listen to a passage on consumer roles and responsibilities and answer questions posed by the speaker.	1. Why is it important to get the main points from an oral text? 2. How can you ensure you capture the relevant information from a speaker?
Core competences to be developed: Communication is enhanced as the learner critically listens to oral texts and selects information.					
Pertinent and Contemporary Issues (PCIs) • Consumer literacy skills are enhanced as learner listens to texts on consumer roles and responsibilities. • Effective communication enhanced as learner listens and responds to audio texts.					

Values:				
Responsibility is enhanced as the learner listen to texts on consumer roles and responsibilities.				

Links to other subjects:				
Kiswahili and Indigenous Languages focus on selective listening as a skill.				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish between specific and general information from a listening text	Clearly and exceptionally distinguishes between specific and general information from a listening text	Distinguishes between specific and general information from a listening text	Partially distinguishes between specific and general information from a listening text	Partially distinguishes between specific and general information from a listening text with prompts
Ability to select specific information from a listening text	Exceptionally selects specific information from a listening text with ease	Selects specific information from a listening text	Partially selects specific information from a listening text	Partially selects specific information from a listening text with assistance
Ability to listen and respond to texts appropriately	Promptly listens and responds to all texts accurately	Listens and responds to texts accurately	Listens and responds to but omits some details	Listens and responds to texts but omits many details

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.2. Reading	**4.2.1 Intensive Reading** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify reading strategies for use on given texts b) select main ideas and details from written texts c) acknowledge reading for main ideas and details as a comprehension skill.	The learner is guided to: • search online and watch appropriate video clips on the selected reading strategies: *reading for main ideas and reading for details* • read and underline the main ideas and details in texts on consumer roles and responsibilities and review each other's work • share ideas on how they can use the selected reading strategies, in groups • fill in substitution tables with specific details from texts, in pairs • complete a mind map with focus on main idea and details.	1. Why should one read for main ideas? 2. How can you improve your reading?

Core competencies to be developed:
- Learning to learn is enhanced as the learner share what they have learnt while completing the mind map.
- Digital literacy is achieved as the learner manipulate digital devices when searching online and watching appropriate video clips on the selected reading strategies.

Pertinent and Contemporary Issues (PCIs)
Consumer literacy skills are enhanced as the learner read and underline the main ideas and details in texts on consumer roles and responsibilities.

Values:				
Unity is enhanced as the learner work together to complete the mind map.				
Links to other subjects:				
Indigenous langauges emphasises reading for main idea and specific details.				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify reading strategies for use on given texts	Readily Identifies a variety of reading strategies for use on given texts	Identifies a variety of reading strategies for use on given texts	Identifies reading strategies for use on given texts with assisistance	Struggles to Identify reading strategies for use on given texts even with assistance
Ability to select the main ideas and details from written texts	Selects all the main ideas and details from a variety of written texts	Selects the main ideas and details from written texts	Selects the main ideas from written texts but omits some details	Has difficulty selecting the main ideas and details from written texts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.3 Grammar	**4.3.1 Word Classes: Verbs and Tense** (2lessons)	By the end of the sub strand, the learner should be able to: a) identify verbs in the simple present and simple past tense in a text b) write sentences using the simple present tense c) write sentences using the simple past tense d) Advocate appropriate use of tense in communication.	The learner is guided to: • underline verbs in *simple present and simple past tense* in a text on consumer rights and responsibilities • reflect on the formation of *simple present and simple past tense* form of verbs • construct and share sentences on a variety of issues including consumer rights and responsibilities • type the constructed sentences using a digital device or write them down in your exercise books • search online or offline for verbs used in simple present and simple past tense from texts on consumer rights and responsibilities • complete sentences using the correct tense of the given verbs	1. Which words would you use to describe something that you did yesterday? 2. Why is correct use of tense important?

| | | | create and display charts showing words in their simple present and past tense. play language games using verbs in the present and past tense. | |

Core competences to be developed:
Self-efficacy is achieved as the learner build on their learning experiences when constructing grammatically correct sentences.

Pertinent and Contemporary Issues (PCIs)
- Effective Communication is achieved as learner uses the appropriate tense in constucting sentences on consumer roles and responsibilites.
- Consumer literacy skills are enhanced as the learner construct sentences on consumer rights and responsibilities.

Values:
Integrity is achieved as the learner construct sentences on consumer rights and responsibilities.

Links to other subjects:
German, French and Arabic use the knowledge of tenses.

Assessment Rubric				
Indicators	**Exceeds expectations**	**Meets expectations**	**Approaches expectations**	**Below expectations**
Ability to identify verbs in the simple present and simple past tense in a text	Accurately identifies all the verbs in the simple present and simple past tense in a range of texts	Identifies the verbs in the simple present and simple past tense in a text	Partially identifies the verbs in the simple present and simple past tense in a text	Identifies verbs in the simple present and simple past tense in a text with a lot of difficulty
Ability to write sentences using simple present and simple past tense	Writes sentences of varied structures using the simple present and simple past tense correctly	Writes sentences using the simple present and simple past tense correctly	Writes sentences using the simple present and simple past tense with minimal errors	Writes sentences using the simple present and simple past tense with many errors

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.4 Reading	**4.4.1 Intensive Reading: Short story**	By the end of the sub strand, the learner should be able to: a) identify the characters in a short story b) use contextual clues to infer character traits of the characters c) acknowledge the role of characters in a short story	The learner is guided to: • read the *short story* and in pairs or small groups retell what they have read • describe the traits of the characters in the short story using different adjectives • compare and contrast the traits of the characters that appear in the short story • role play the different characters and their importance in the short story • make connections between their own lives and those of characters in the text	1. What should one look for when reading a story? 2. What qualities do you admire in people?

Core competences to be developed:
- Communication is developed as the learner discuss the character traits in the short story, thereby practising the skills of effective speaking.
- Collaboration is achieved as the learner recognises the importance of other members during the role play.

Pertinent and Contemporary Issues (PCIs)
Peace education is promoted as the learner appreciates the fact that different people have different traits.

Values:
Unity is fostered as the learner help each other and also appreciate their diversity during the group discussion.

Links to other subjects:
Kiswahili, Indigenous Languages and performing arts all have elements of literary appreciation.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the characters the short story.	Identifies all the characters the short story with precision	Identifies the characters in the short story	Partially identifies the characters in the short story	Has difficulty identifying the characters in the short story even with assistance from peers
Ability to use contextual clues to infer character traits of the characters in the short story	Uses contextual clues to infer all the character traits of the characters in the short story accurately and effectively	Uses contextual clues to infer the character traits of the characters in the short story	Uses contextual clues to infer some of the character traits of the characters in the short story	Struggles to use contextual clues to infer the character traits of the characters in the short story

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
4.5 Writing	**4.5.1 Paragraphing: connectors of sequence** **(2 lessons)**	By the end of the sub strand, the learner should be able to: a) Identify connectors of sequence from a given text b) sequence ideas in a given paragraph c) appreciate the use of idea connectors for clarity in communication	The learner is guided to: • read a given text on consumer rights and responsibilities and identify the *connectors of sequence* used • search online and offline and list other connectors of sequence • in groups, construct sentences using the listed connectors of sequence • Write paragraphs on consumer rights and responsibilities using connctors of sequence • Read the paragraphs to their peers and discuss the use of the connectors • collaborate to edit the paragraphs in pairs • rewrite the paragraph incorporating the corrections suggested by peers.	1. What is the importance of a well-developed paragraph? 2. How can a good paragraph be developed? 3. Which words are used to connect ideas in a paragraph?

Core Competencies:
Creativity and Imagination is enhanced as the learner write paragraphs using connector of sequence.

Pertinent and Contemporary Issues (PCIs)
Effective communication is enhanced as the learner construct sentences and write paragraphs using connectors of sequence.

Values:
Patriotism is enhanced as the learner collaborate to develop paragraphs that have examples of good leaders.

Links to other Subjects:
All learning areas require excellent paragraphing skills

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify connectors of sequence from a given text	Perfectly identifies all connectors of sequence from a given text	Identifies connectors of sequence from a given text	Identifies connectors of sequence from a given text but some are incorrect	Struggles to identify connectors of sequence from a given text
Ability to sequence ideas in a given paragraph	Sequences ideas logically and coherently in a given paragraph	Sequences ideas in a given paragraph	Sequences ideas in a given paragraph with little help	Sequences ideas in a given paragraph with a lot of difficulty

STRAND 5.0: RELATIONSHIPS PEERS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions (s)
5.1 Listening and Speaking	**5.1.1 Pronunciation**	By the end of the sub strand, the learner should be able to: a) identify words with sounds /ɒ/ /ɔ:/ /θ/ /ð/ in a given text b) pronounce words that have target sounds correctly c) use emphatic stress correctly in varied contexts d) acknowledge the role of correct pronunciation in communication.	The learner is guided to: • to interact with an audio or video recording featuring vowel *sounds/ɒ/ /ɔ:/ and consonant sounds/θ/ /ð/* from a digital device • list words that contain the mentioned sounds from print or digital texts • Pronounce the identified words in groups • Play word games involving the target sounds • in groups, search online and offline for the meaning of *emphatic stress* • listen to a series of sentences and identify the stressed words. • recite a poem and emphasize given words to bring out various meanings in pairs or small groups • read sentences and stress given words appropriately.	1. Why are some words in a sentence pronounced with greater force than others? 2. How can one improve one's pronunciation?

Core competences to be developed:
- Communication is enhanced as the learner   listens keenly and actively participates in the pronunciation of the indicated sounds and stressed words.
- Collaboration as the learner works in groups to practice sounds and stress in sentences.

Pertinent and Contemporary Issues (PCIs)

Effective communication is enhanced as the learner becomes more proficient in pronunciation.

Values:

Responsibility is fostered as the learner participates in group recitation of poems.

Link to other subjects:

All subjects depend on proper pronunciation for effective communication in the classroom

Assessment Rubric

Indicators	Exceeds Expectation	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify words with sounds /ɒ/ /ɔ:/ /θ/ /ð/ in a given text	Easily identifies all the words with sounds /ɒ/ /ɔ:/ /θ/ /ð/ in a variety of texts	Identifies words with sounds /ɒ/ /ɔ:/ /θ/ /ð/ in a given text	Identifies words with sounds /ɒ/ /ɔ:/ /θ/ /ð/ but leaves out a few in a given text	Identifies words with sounds /ɒ/ /ɔ:/ /θ/ /ð/ but leaves out many
Ability to pronounce words with the target sounds correctly	Pronounces a wide range of words with target sounds correctly	Pronounces a variety of words with the target sounds correctly	Pronounces basic words with target sounds; some words may be inaccurate	Pronounces a limited number of words with the target sounds but makes many mistakes
Ability to apply emphatic stress correctly in given sentences	Applies emphatic stress correctly in all words in in varied contexts	Applies emphatic stress correctly in all words in a text	Applies emphatic stress but is unable to stress some words correctly	Applies emphatic stress but is unable to stress most words correctly

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions (s)
5.2 Reading	**5.2.1 Study Skills- Reference materials**	By the end of the sub strand, the learner should be able to: a) Select relevant reference materials for varied tasks b) use reference materials to obtain information on varied subjects c) acknowledge the role of reference materials in lifelong learning.	The learner is guided to : • pick out various words from print and digital texts in pairs or groups • check the meanings and spellings of the words in a dictionary. • look for the synonyms of various words from a Thesaurus • construct sentences using the given words in groups • give the antonyms of those words in pairs or groups • use an *encyclopedia* to search for information on various topics • create crossword puzzles using the antonyms and synonyms learnt.	1. What is the importance of reference materials? 2. How can one use reference materials appropriately?

Core competences to be developed:
- Self- efficacy is enhanced as the learner gathers information indifferent reference materials'.
- Communication and collaboration is enhanced as the learner works with others to look for antonyms and synonyms.

Pertinent and Contemporary Issues (PCIs)
Peace and conflict resolution are inculcated as the learner participates in pairs or groups work.

Values:
Respect as the learner works with others to accomplish tasks.

Link to other subjects: Reference materials are a source of information in all subjects.				
Assessment Rubric				
Indicator	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to select relevant reference materials for varied tasks	Selects relevant reference materials and uses them to accomplish varied tasks	Select relevant reference materials and uses them to accomplish a task	Select relevant reference materials but sometimes fails to use them to accomplish a task	Select relevant reference materials but often fails to use them to accomplish a task
Ability to use reference materials to obtain information	Uses reference materials to search for information on varied subjects	Uses reference materials to search for information on a given subject	Uses reference materials to search but is unable to obtain information on some subjects	Uses reference materials but is unable to obtain information on many subjects.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions (s)
5.3 Grammar in Use	**5.3.1 Word Classes: adjectives**	By the end of the sub strand, the learner should be able to: a) identify gradable and non-gradable adjectives from a text b) use gradable and the non- gradable adjectives in sentences c) value the need for correct use of adjectives in communication.	Learner is guided to: • search for *gradable and non-gradable adjectives* from digital and print texts • identify gradable and non-gradable adjectives • complete sentences on adjectives from a substitution table • recite a poem featuring gradable and non-gradable adjectives • construct sentences using gradable and non-gradable adjectives in groups • fill crossword puzzles featuring gradable and non-gradable adjectives.	1. Which words describe nouns? 2. When is it necessary to describe a noun?
Core competences to be developed: Learning to learn is enhanced as the learner uses gradable and non-gradable adjectives correctly					
Pertinent and Contemporary Issues (PCIs) Effective communication is developed as the learner makes sentences using gradable and non-gradable					
Values: Respect is enhanced as the learner participates in group tasks					

| Links to other subjects: |
| Gradable and non- gradable adjectives are learnt in French, English, German, Kiswahili, Arabic and Indigenous Languages |

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify gradable and non-gradable adjectives correctly	Identifies gradable and non-gradable adjectives in a range of texts	Identifies gradable and non-gradable adjectives in a text	Identifies gradable and non-gradable adjectives from a text but leaves out some	Identifies gradable and non-gradable adjectives from a text but leaves out most adjectives
Ability to use gradable and non-gradable adjectives correctly in sentences	Uses gradable and non-gradable adjectives in a range of texts	Uses gradable and non-gradable adjectives in a text	Uses gradable and non-gradable adjectives correctly but is unable to use some of them	Uses gradable and non-gradable adjectives correctly but is unable to use many of them

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
5.4 Reading	**5.4.1 Intensive Reading: Short story**	By the end of the sub strand, the learner should be able to: a) Identify dialogue and repetition in a short story b) explain the importance of repetition and dialogue in a short story **c)** acknowledge the role of dialogue and repetition in fiction writing.	The learner is guided to: • watch plays that have characters talking to one another and *repeating* certain lines or sentences from a digital device • read a short story and in pairs or small groups retell what they have read • search online and offline for the importance of repetition and dialogue in a short story • Discuss the message in the *dialogue* in a short story in pairs or groups • role play a dialogue in the short story • describe how the dialogues bring out the traits of the different speakers in pair • make connections between their own lives and those of the characters in the short story • write a short paragraph on the theme of peers and use repetition and dialogue appropriately	1. What types of stories are interesting to read? 2. What stylistic devices are found in short stories?

Core competences to be developed:
- Citizenship; social and civic skills as the learner role plays parts of a short story to bring out specific messages.
- Critical thinking and problem solving is enhanced as the learner discuss the relationship between characters in a short story and real life.

Pertinent and Contemporary Issues (PCIs)

Peace education as the learners appreciates the opinion of their peers as they engage in dialogue with one another.

Values:

Unity as the learner care and help each other discuss in groups as they also appreciate their diversity

Link to other subjects:

Kiswahili, indigenous languages and performing arts all have elements of literary works

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify dialogue and repetition in a short story	Identifies all instances of dialogue and repetition in a short story and gives vivid examples	Identifies all instances of dialogue and repetition in a short story	Able to identify instances of the use of dialogue and repetition but leaves out some	Attempts to identify instances of the use of dialogue and repetition but leaves out most
Ability to explain the importance of repetition and dialogue in a short story	Clearly explains the importance of repetition and dialogue in a short story	Explains the importance of repetition and dialogue in a short story with vivid examples	Explains the importance of repetition and dialogue in a short story but some explanations lack clarity	Explains the importance of repetition and dialogue in a short story but most explanations lack clarity

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
5.5 Writing	**5.5.1 Functional Writing: Apology Letters**	By the end of the sub strand, the learner should be able to: a) name the parts of a letter of apology b) write a letter of aoplogy based on a given context c) acknowledge the role of letter writing in communication.	The learner is guided to: • search online and offline for parts of *a letter of apology* • listen to two conversations: one that constitutes an apology and another that doesn't from a digital device. • in pairs discuss what makes the two conversations different • read through a letter of apology and identify the different parts • discuss the language and content of a letter of apology,in pairs • search for sample letters of apology from the internet, newspapers, magazines or books. • using the elements and layout of a formal letter plan and write a letter of apology individually. • in groups assess the correctness of the letters written by each learner.	1. Why do people write letters? 2. What are the different types of letters?

Core competences to be developed:
• Learning to learn is advanced as the learner learns how to write letters of apology.
• Digital Literacy as the learner nteracts with digital devices to search for sample letters of apology from the internet.

Pertinent and Contemporary Issues (PCIs)
Peace and conflict resolution as the learner practises apologising to peers and seniors

Values:
Unity as the learner practises writing letters of apology in pairs or small groups.

Link to other subjects:
Life Skills Education encompasses apologising as one way of peacefully coexisting with others

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list the parts of a letter of apology	Lists all the parts of a letter of apology in precisely	Lists most parts of a letter of apology	Lists some parts of a letter of apology with assistance	Attempts to list parts of a formal letter but leaves out most
Ability to write a letter of apology based on a given context	Writes a letter of apology which is: relevant to the topic, • cohesive • free from grammatical and editorial errors • a wide range of vocabulary	Writes a letter of apology which is: relevant to the topic, • cohesive • free from grammatical and editorial errors • a range of vocabulary	Writes a letter of apology which is relevant to the topic, lacks flow in some instances and has a few grammatical and editorial errors	Writes a letter of apology but the letter is not not relevant to the topic, lacks flow in most instances and has many grammatical and editorial errors

STRAND 6.0: REHABILITATION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
6.1 Listening and Speaking	**6.1.1 Conversational Skills: Disagreeing Politely**	By the end of the sub strand, the learner should be able to: a) list ways of disagreeing politely b) use conversational strategies to disagree appropriately c) apply non-verbal cues to express varied moods and feelings d) advocate the need to speak politely during communication.	Learner is guided to: • watch a short video or read an excerpt in which speakers *disagree appropriately* and identify polite expressions used in the video or excerpt. • in pairs, role play the events depicted in the video or excerpt. • practise disagreeing politely incorporating non-verbal cues, in pairs. • listen to a dialogue where characters agree or disagree politely. • write a short dialogue in small groups and present it to the rest of the class.	1. Which words or phrases are used to show politeness? 2. How do you use non-verbal cues to express different moods and feelings?
Core competences to be developed: Communication and Collaboration is enhanced as the learner role play events in a video or excerpt where there is clear and effective use of appropriate language and tone to disagree politely.				

Pertinent and Contemporary Issues (PCIs)
Effective communication is enhanced as the learner learn to disagree politely during conversations

Values:
Respect is enhanced as the learner learn disagree politely

Link to other subjects:
Life skills and religious education emphasise politeness in conversations is emphasized

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list ways of disagreeing politely.	Lists a variety of ways of disagreeing politely with a lot of clarity	Lists many ways of disagreeing politely.	Lists some ways of disagreeing politely.	Lists few ways of disagreeing politely.
Ability to use conversational strategies to disagree appropriately.	Extensively uses conversational strategies to disagree appropriately.	Sufficiently uses conversational strategies to disagree appropriately.	Partially uses conversational strategies to disagree appropriately.	Rarely uses conversational strategies to disagree appropriately.
Ability to apply non-verbal cues to express varied moods and feelings.	Applies non-verbal cues to express varied moods and feelings appropriately	Applies non-verbal cues to express varied moods and feelings adequately	Applies non-verbal cues to express varied moods and feelings in a limited way	Applies non-verbal cues to express varied moods and feelings inappropriately.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
6.2 Reading	**6.2.1 Reading Fluency: Poem**	By the end of the sub strand, the learner should be able to: a) identify techniques of reading faster b) read a text *accurately, with expression and at the right speed* c) apply fluency strategies when reading a text d) appreciate the value of fluency in reading to enhance understanding.	Learner is guided to: • preview a text before reading • skim a text to obtain the main idea • scan a text to obtain specific details • ignore unknown words when reading a text • practice reading a text at the *right speed* • Display the *right feelings* • Pronounce the words and sounds *accurately* • engage in a reader's theater in small groups • recite the poems aloud in class • download sample texts from the internet and read them in pairs or small groups.	1. Why should we display appropriate expressions when reading a text? 2. Why should we read at the right speed?

Core competences to be developed:
- Collaboration is fostered as the learner work collaboratively while engaging in the readers theatre
- Self- efficacy is improved as the learner fluently read given poems

Pertinent and Contemporary Issues (PCI)
Effective communication is enriched as the learner perfect their reading skills.

Values:
Social justice is promoted as the learner read poems focusing on social issues.

Link to other subjects:
Kiswahili, German, French and Indigenous language -Poetry as well as reading fluency is taught

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify techniques of reading faster	Identifies a wide variety of techniques of reading faster with examples	Identifies techniques of reading faster	Identifies techniques of reading faster with assistance	Finds it difficult to identify techniques of reading faster even with assistance
Ability to read a text accurately, with expression and at the right speed	Flawlessly reads the whole text accurately, with expression and at the right speed.	Reads of the text accurately, with expression and at the right speed.	Reads a portion of the text accurately, with expression and at the right speed.	Needs to be assisted to read a portion of the text accurately, with expression and at the right speed.
Ability to apply fluency strategies when reading a text.	Accurately applies all fluency strategies when reading a text.	Applies fluency strategies when reading a text.	Applies fluency strategies when reading a text but omits some.	Applies some fluency strategies with assistance from the teacher or peers.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (S)
6.3 Grammar in Use	**6.3.1 Word Classes:** **6.3.2 Adverbs**	By the end of the sub strand, the learner should be able to: a) identify adverbs of frequency and degree correctly from a text b) use adverbs of frequency and degree correctly in sentences c) appreciate the importance of using adverbs correctly in communication.	Learner is guided to: • watch a short video and pick out the *adverbs of frequency and degree* used by the speakers • identify the adverbs of frequency and degree from a text • construct sentences using adverbs of frequency and degree in small groups • the learners hold conversations in pairs using the adverbs of frequency and degree • fill in crossword puzzles in small groups • search online for more examples of adverbs of frequency and degree.	1. Why should one use adverbs correctly? 2. Which words would one use to describe how often an action is done?

Core competences to be developed:
- Communication is enhanced as leaners use adverbs to speak effectively during conversations.
- Imagination and creativity is sharpened as the learners construct correct sentences using adverbs.

Pertinent and Contemporary Issues (PCIs)
Effective communication is enhanced as the learner use adverbs of frequency and degree in the spoken and written context

Values:
Respect is enhanced as the learner help each other in constructing sentences correctly

Links to other subjects:
Kiswahili, German, French and Indigenous language**s** teach adverbs.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify adverbs of frequency and degree correctly	Identifies a rich and varied list of adverbs of frequency and degree correctly from a text	Identifies adverbs of frequency and degree correctly	Identifies adverbs of frequency and degree correctly but misses out some.	Has difficulty Identifying most of the adverbs of frequency and degree correctly
Ability to use adverbs of frequency and degree correctly in sentences	Uses the adverbs of frequency and degree correctly in varied sentences.	Uses the adverbs of frequency and degree correctly in sentences	Uses the adverbs of frequency and degree correctly in sentences but misses out some	Has difficulty using most of the adverbs of frequency and degree correctly in sentences

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
6.4 Reading	**6.4.1 Intensive Reading**: **short story**	By the end of the sub strand, the learner should be able to: a) identify the main ideas in the short story b) summarise the key events in the short story c) relate the main ideas in the short story to real life situations. d) appreciate the relevance of the short story in addressing real life issues	Learner is guided to: • read a prescribed section of the *short story* • discuss the storyline in groups • present findings in a talking tree • Summarise the main idea in the short story • act out a section of the short story in groups.	1. What concerns are addressed in a short story? 2. Why do people read short stories?

Core competences to be developed:
Learning to learn is enriched as the learner share what they have learnt through a presentation.

Pertinent and Contemporary Issues (PCIs)
Gender roles are underscored as learners identify gender roles highlighted in the short story and relate them to real life.

Values:
Unity is strengthened as the learner engage in discussion groups.

Links to other subjects:
Kiswahili, indigenous languages, performing arts have short stories as a genre of literature.

Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to identify the main ideas in the short story	Identifies the main idea in the short story comprehensively	Identifies the main idea in the short story sufficiently	Identifies the main idea in the short story partially	Needs assistant to identify the main idea in the short story.
Ability to summarise the key events in the short story	Summarises the key events in the short story precisely	Summarises the key events in the short story.	Makes an attempt to summarises the key events in the short story	Summarises the key events in the short story with assistance.
Ability to relate the main ideas in the short story to real life situations.	Relates the main ideas in the short story to real life situations exhaustively.	Relates the main ideas in the short story to real life situations.	Relates the main ideas in the short story to real life situations with little help.	Unable to relate the main ideas in the short story to real life situations.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
6.5 Writing	**6.5.1 Mechanics of Writing**	By the end of the sub strand, the learner should be able to: a) spell commonly misspelt words correctly b) use prefixes and suffixes correctly in writing c) write words with silent vowels (-ie and -ei) correctly d) make connections between spelling and meaning in suffixed and prefixed words e) acknowledge the importance of correct spellings in writing.	Learner is guided to: • read passages and pick out the *misspelt words* • make a list of words with prefixes and suffixes used in a passage • write the correct spellings of words with prefixes and suffixes from a dictation. • pick out words with silent vowels from a list • rewrite correctly a piece of writing in which words with prefixes, suffixes, or silent letters are misspelt • construct sentences using words with silent vowels • search for more examples of words with prefixes, suffixes and silent vowels from the internet, newspapers, or magazines, in small groups • select the correct form of prefix or suffix for given words from a table	1. How are words formed? 2. Which suffixed or prefixed words do you find challenging to spell? 3. Why should we spell words correctly?

			- create and display charts showing different words with prefixes and suffixes - write short compositions based on the theme using words with prefixes, suffixes, and silent (-ie -ei) vowels - in groups assess each other's writing for correct spelling of prefixed and suffixed words as well as words with silent vowels.	

Core competences to be developed:
- Communication is enriched as the learner practise writing clearly and spelling correctly for effective communication.
- Self-efficacy is enhanced as the learner identify and state what they find difficult to spell and why.

Per tinent and Contemporary Issues (PCIs)
Health Education is advanced as the learner interact with print and non-print material on rehabilitation form drug abuse.

Values:
Unity is reinforced as the learner help each other in pairs or groups

Links to other subjects:
All subjects require learners to have good spelling skills for communicaition

Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to spell commonly misspelt words correctly	Spells a wide range of commonly misspelt words correctly	Spells commonly misspelt words correctly	Spells some of the commonly misspelt words correctly	Struggles to spell some of the commonly misspelt words correctly
Ability to use words with prefixes and suffixes correctly	Exceptionally uses words with prefixes and suffixes correctly in varied sentences.	Uses words with prefixes and suffixes correctly.	Uses words with prefixes and suffixes correctly with minimal mistakes	Has difficulty using words with prefixes and suffixes correctly.
Ability to write words with silent vowels (-ie and -ei) correctly	Writes a wide range of words with silent vowels (-ie and -ei) correctly.	Writes words with silent vowels (-ie and -ei) correctly.	Write some words with silent vowels (-ie and -ei) correctly some times	Needs help to write words with silent vowels (-ie and -ei) correctly.
Ability to make connections between spelling and meaning in suffixed and prefixed words	Correctly makes connections between spelling and meaning of prefixed and suffixed words in varied contexts.	Correctly makes connections between spelling and meaning of prefixed and suffixed words	Intermittently makes correct connections between spelling and meaning of prefixed and suffixed words	Rarely makes correct connections between spelling and meaning of prefixed and suffixed words.

STRAND 7.0: NATURAL RESOURCES: WILDLIFE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
7.1 Listening and Speaking	**7.1.1: Listening for Detail** **2 lessons**	By the end of the sub strand, the learner should be able to: a) identify main ideas in a listening text b) respond appropriately to questions based on the listening text c) acknowledge the importance of listening for detail in life	The learner is guided to: • listen to a recorded text on wild life and answer questions from the text in pairs • discuss the main ideas in pairs or groups • *listen* to a passage read by peers or the teacher and *outline the main ideas* from the text individually • discuss answers based on a given text in pairs or groups.	1. Why should you listen attentively? 2. What information do we pick out from a listening text?

Core competences to be developed:
• Communication is promoted as the leaner listens keenly and actively and responds to questions.
• Digital literacy is enhanced as the learner interact with digital devices listens to a recorded text.

Pertinent and Contemporary Issues (PCIs)
Wildlife Conservation; awareness on conservation of wildlife is enhanced as the learner interacts with information about wildlife.

Values:
• Patriotism as the learner interacts with texts on Kenya's rich wildlife heritage.
• Responsibility as the learner is sensitised on the importance of wildlife.

Link to other subjects:
Integrated Science and Social Studies also cover aspects of wildlife

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify main ideas in a listening text	Identifies all the main ideas in a listening text promptly	Identifies all the main ideas in a listening text	Identifies some main ideas in a listening text	Identifies some main ideas in a listening text with assistance
Ability to respond correctly to questions	Responds correctly to all questions with illustrations	Responds correctly to all questions	Responds correctly to questions but misses some	Responds correctly to questions but mosses many.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
7.2 Reading	**7.2.1 Intensive Reading: Visuals** 2 lessons	By the end of the sub strand, the learner should be able to: a) identify different visuals in given contexts correctly b) make a connection between visuals and the written text c) interpret visuals correctly for meaning d) appreciate the role of visuals simplifying representation.	The learner is guided to: • study information presented in optical illusions in print/ electronic devices and discuss findings in pairs • make inference of implied meaning from *the visuals* • make connections of the visuals such as pictures, graphs, illustrations, charts and videos provided with written text in groups • write a summary of what has been viewed in the visuals which may depict human wildlife conflict • present a piece of written information in form of a visual • make visuals on wild life in groups or pairs.	1. What information do we obtain from visuals? 2. How can one interpret a visual correctly?

Core competences to be developed:
- Citizenship is fostered as the learner interacts with information from various visual material on human wildlife conflict.
- Learning to learn is enhanced as the learner makes visuals in line with theme of wildlife.

Pertinent and Contemporary Issues (PCIs)
Environmental and social issues as the learner learn the importance of co-existing with wild life

Values:
Patriotism as the learner engages on importance of wild life.

Link to other subjects:
Visuals are also learnt in agriculture, social studies and visual arts.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectations
Ability to identify different visuals in given contexts correctly	Identifies different visuals correctly in a range of contexts	Identifies different visuals correctly in a given context	Identifies different visuals correctly in a given context but misses some	Struggles to identify different visuals correctly in given a context assistance
Ability to make a connection of visuals and the written text.	Consistently makes connections of all visuals and written texts	Makes connections of most visuals and written texts	Requires prompting to make connections of visual and written texts	Has difficulty making connections of visual and written texts even with prompting
Ability to interpret visuals for meaning.	Accurately and clearly interprets all visuals for meaning.	Clearly interprets all visuals for meaning.	interprets some visuals for meaning with prompting	Interprets some visuals for meaning with difficulty even after prompting .

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
7.3 Grammar in Use	**7.3.1 Word Classes: Pronouns**	By the end of the sub strand, the learner should be able to: a) identify indefinite and reflexive pronouns correctly b) use indefinite and reflexive pronouns in sentences correctly c) appreciate the role of indefinite and reflexive pronouns in communication.	The learner is guided to: • study a chart displaying the *indefinite and reflexive pronouns* to distinguish between them • listen to an audio on wildlife from a digital device and write down the indefinite and reflexive pronouns from the audio text • construct sentences using indefinite and reflexive pronouns in groups • choose an appropriate indefinite and reflexive pronoun to fill in gaps in given sentences • construct correct sentences using reflexive and indefinite pronouns from and a substitution table.	1. What are indefinite and reflexive pronouns? 2. Why do we use indefinite pronouns?

Core competences to be developed:
- Citizenship is promoted as the learner listens to a text on wildlife resources hence caring for others and the environment.
- Collaboration is developed as the learners participate actively in groups to enhance their knowledge on indefinite and reflexive pronouns.

Pertinent and Contemporary Issues (PCIs)
Environmental and social issues on animal welfare as the learner reads and listens to texts on animal protection and care

Values:				
Respect as learners work in groups and respect each other's' opinions				

Link to other subjects:
Kiswahili, Germany, French, Arabic and Chinese -Indefinite and reflexive pronouns are taught in all these languages

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectations
Ability to identify indefinite and reflexive pronouns correctly	Identifies all indefinite and reflexive pronouns correctly and categorises them	Identifies all the indefinite and reflexive pronouns correctly	Identifies some of the indefinite and reflexive pronouns correctly	Needs assistance to identify some indefinite and reflexive pronouns
Ability to use indefinite and reflexive pronouns in sentences correctly	Uses all indefinite and reflexive pronouns in sentences creatively and correctly	Uses all indefinite and reflexive pronouns in sentences correctly	Uses some of indefinite and reflexive pronouns in sentences correctly but misses some	Has difficulty using indefinite and reflexive pronouns in sentences correctly

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
7 .4 Reading	**7.4.1 Intensive Reading: Short story**	By the end of the sub strand, the learner should be able to: a) identify the characters in a given short story b) explains the relationship between the characters in the short story c) c) appreciate the role of the characters in the short story in depicting real-life experiences.	The learner is guided to : • read the *short story* and pick out the *characters* • discuss in small groups the things done by the characters in the short story. • dramatise different characters in a short story in order to bring out their traits • distinguish between the main characters and the minor characters. • use relationship trees diagrams, character map or any other diagrammatic tool to show how the characters relate to each other in groups • display the tree diagram via power point or manila paper	1. How do characters make the story to come alive? 2. How does one identify qualities of characters in a short story?

Core competences to be developed:
- Critical thinking is enhanced as the learner discusses the actions of the character.
- Creativity and imagination is enhanced as leaner shows the relationships between characters in the story.

Pertinent and Contemporary Issues (PCIs)
Social cohesion as leaners dramatise different characters in a Short story.

Values:

Responsibility as the learner engages and helps others in group discussions.

Link to other subjects:

Kiswahili and other languages also teach short stories.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectations
Ability to identify the characters in a short story read	Identifies all the characters in the short story and categorises them according to traits	Identify all the characters in the short story	Identifies some characters in the short story with prompting	Has difficulty Identifying some characters in the short story even after prompting
Ability to explain the relationships all the characters in a short story.	Explaining the relationships of all the characters in the short story clearly with illustrations	Explains the relationships of all the characters in the short story clearly.	Explains the relationships of some characters in the short story with prompting	Struggles to explain the relationships of some of the characters in the short story even after prompting.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
7.5 Writing	**7.5.1 Composition Writing**	By the end of the sub strand, the learner should be able to: a) Identify the steps in the writing process b) Write a dialogue on a given topic c) appreciate the importance of the writing process in enhancing clear communication	The learner is guided to : • discuss the steps in *the writng process* in groups. • brainstorm with peers about the topic given. • use a digital device to search for information and ideas on the topic from the internet • outline the ideas to include in a dilaogue • write a rough draft of the dialogue on a topic based on an issue such as wildlife. • revise the dialogue by adding, rearranging, removing and replacing ideas, words, phrases and sentences • edit the dialogue to check for repetition, clarity, grammar, spelling and punctuation • evaluate each other's dialogue in small groups • share the final dialogues with others by posting them on the walls	1. Why is it important to plan before writing? 2. How would you ensure that you make your composition clear and interesting?

Core competences to be developed:
- Communication and collaboration is developed as the learner goes through the writing process to end up with a well written piece.
- Digital literacy is developed as the learner searches for information from the internet.

Pertinent and Contemporary Issues (PCIs)
- Effective communication is achieved as the learner connects ideas logically in writing.
- Critical thinking is enhanced as the learner evaluates his or her own and others' compositions.

Values: Unity as the learner brainstorms about ideas for writing compositions with peers.

Link to other subjects:
Kiswahili and other language subjects also tackle the writing process.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Ability to describe the writing process clearly	Describes all the steps in the writing process clearly giving details for each stage	Describes the all steps in the writing process clearly	Describes some of the steps in the writing process.	Requires assistance to describe some steps in the writing process
Ability to write a dialogue following the steps in the writing process	Writes a clear and captivating dialogue that following all the steps in the writing process.	Writes a clear dialogue following the writing process.	Writes a dialogue with some slight errors but follows most of the steps in the writing process.	Writes an unclear dialogue and struggles to follow the writing process.

STRAND 8.0: TOURISM: DOMESTIC

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
8.1 Listening and Speaking	**7.1.1 Listening and Responding: Oral Narratives**	By the end of the sub strand, the learner should be able to: a) identify the characters in a given myth b) narrate the key events in a given myth c) explain the moral lesson in a set myth d) relate the characters in a myth to real life e) acknowledge the role importance of oral literature in lifelong learning.	Learner is guided to: • predict events in a *myth* from the title or pictures in the story • listen to a narration of a myth • retell a myth to their peers • watch a video recording of a myth • identify the characters in the myth • answer questions from the story in pairs or small groups • discuss the lessons learnt from a myth • discuss the relevance of the story to real life.	1. How can you tell what is going to happen in a story? 2. How are the characters or events in the story related to the people or happenings around us?
Core competences to be developed: • Digital Literacy as learner interacts with technology through video recordings • Communication and Collaboration as the learner discusses the moral lesson of a story in groups.				
Pertinent and Contemporary Issues (PCIs) Cohesion is enhanced as the learner interacts with stories from various communities.				
Values: Respect: developed as the learner works together with others				

Links to other Subjects:

Myths and other types of narratives are learnt in Social Studies, Religious Education and Performing   Arts-

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the characters in a myth	Identifies all the characters in a myth and their character traits	Identifies all the characters in a myth	Identifies characters in a myth but leaves out some	Identifies characters in a myth but leaves out most
Ability to narrate the key events in a myth	Narrates key events in a myth and gives supporting evidence	Narrates key events in a myth	Narrates some key events in a myth	Attempts to narrate events in a myth but leaves out most of them
Ability to explain the moral lesson in a myth	Explains the moral lesson in a myth with valid examples	Explains the moral lesson in a myth	Explains the moral lesson in a myth with assistance	Attempts to explain the moral lesson in a myth but most examples are not relevant
Ability to relate the characters in a myth to real life	Relates all the characters in a myth to real life plausibly	Relates all the characters in a myth to real life	Relates the characters in the story to real life with assistance	Relates some characters in the story to real life with a lot of assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
8.2 Reading	**7.2.1 Intensive Reading**: **Poem**	By the end of the sub strand, the learner should be able to: a) select required information from a text, b) use nonverbal cues to bring out the message in a poem c) make judgement on the information in a text d) infer the meaning of unfamiliar words using contextual clues e) acknowledge the importance comprehension in life.	Learner is guided to: • identify the characters, themes and aspects of style such as repetition from a poem • infer the meaning of words from the context, • use visuals, synonyms, antonyms among others to infer the meaning of words • rap/recite the poem in turns, • answer direct and inferential questions based on the poem. • retell events depicted in the poem in own words • make evidence supported judgements about events about the message in a poem • conduct debates based on the poem • say what they like or do not like about a poem in pairs or small groups	1. How can one tell the meaning of unfamiliar words used in a text? 2. Why should one support an opinion about a story or person with evidence?

			• use prior experience to when giving an opinion • use previous knowledge when giving an opinion.	

Core competences to be developed:
- Citizenship as learner interacts with poems related to the theme
- Learning to learn practise   saying what they like or do not like about a poem

Pertinent and Contemporary Issues (PCIs)
Effective communication as the learner conduct debates based on the poem during club meetings

Values:
Respect as the learner participates in discussions in pairs or groups

Links to other subjects:
Poetry is studied in both Kiswahili and French

Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to select required information from a text,	Selects all the required information from a text and gives relevant examples	Selects all the required information from a text	Selects required information from a text but omits some details	Selects required information from a text but omits most details
Ability to use nonverbal cues to	Uses nonverbal cues to bring out the message in a poem vividly	Uses nonverbal cues to bring out the message in a poem	Uses nonverbal cues to bring out the message in a poem but	Uses nonverbal cues to bring out the message in a poem but

			is unable to use certain cues	is unable to use most cues
bring out the message in a poem				
Ability to evaluate the information in a text based on prior knowledge and experience	Evaluates the information in a text based on prior knowledge and experience with supporting evidence	Evaluates the information in a text based on prior knowledge and experience	Evaluates information in a text based on prior knowledge and experience but leaves out a few details	Evaluates information in a text based on prior knowledge and experience but leaves out a most details
Ability to use context clues to infer the meaning of unfamiliar words	Uses contextual clues to infer the meaning of unfamiliar words and use them in sentences	Uses contextual clues to infer the meaning of unfamiliar words	Uses contextual clues to infer the meaning of unfamiliar words with some assistance	Requires assistance to use contextual clues to infer the meaning of unfamiliar words with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
8.3 **Grammar in Use**	8.3.1 **Word Classes: Simple prepositions**	By the end of the sub strand, the learner should be able to: a) identify prepositions of position, time and place correctly b) use prepositions of position, time and place in sentences correctly c) appreciate the role of prepositions of position, place and time in communication.	Learner is guided to: • identify the prepositions of position, place and time used • search for examples of *prepositions of position, time and place from print or digital texts* • use prepositions of position, place and time in sentences • fill in gaps in given sentences using of prepositions of position time and place • search for sentences featuring simple prepositions from newspapers, magazines and the internet • create crossword puzzles using simple prepositions in small groups.	1. How do we show where a person or thing is? 2. How do you show the position of a thing or the time something happens?

Core competences to be developed:
- Learning to learn as the learner builds on their knowledge of simple prepositions to express themselves clearly.
- Creativity and imagination as the learner creates a crossword puzzle using simple prepositions.

Pertinent and Contemporary Issues (PCIs)				
Citizenship Education- Ethnic relations is enhanced as the learner participates in group activities				

Values:				
Respect is developed as the learner engages in group work				

Links to other subjects:				
Arabic, Chinese, French and Germany focus on prepositions				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify prepositions of position, place and time correctly	Identifies all prepositions of position, place and time and gives varied examples	Identifies all prepositions of position, place and time correctly	Identifies most prepositions of position, place and time correctly but is unable to locate some	Identifies some prepositions of position, place and time correctly but is unable to locate most of them
Ability to use prepositions of position, place and time in varied sentences correctly	Uses prepositions of position, place and time in varied sentences correctly	Uses prepositions of position, place and time in sentences correctly	Uses prepositions of position, place and time in sentences but makes errors when using some	Uses prepositions of position, place and time in sentences but makes errors when using most

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
8.4 Reading	**8.4.1 Intensive Reading: poetry**	By the end of the sub strand, the learner should be able to: a) identify inanimate characters in a given poem b) describe inanimate characters present in a given poem c) appreciate the role of inanimate characters in poetry.	Learner is guided to: • identify inanimate characters in a poem • find out the meaning of *inanimate characters from print and digital texts* • discuss inanimate characters likely in a poem • read a poem related to the theme • discuss the traits of inanimate • role play an inanimate character in a given poem • relate inanimate characters with individuals in real life.	1. How do you describe the characters in a poem? 2. Why are the characters in a poem important?

Core competences to be developed:
• Critical thinking as the learner finds information about inanimate characters
• Creativity and imagination as role play inanimate characters

Pertinent and Contemporary Issues (PCIs)
Health Education (awareness) on HIV and AIDS is created as learners read a poem on the same

Values:
Respect is promoted through collaborative group tasks

Links to other subjects:
Poetry is also studied in English and Kiswahili

Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to identify inanimate characters' t in a given poem	Identifies all the inanimate characters in a given poem and gives varied examples	Identifies all the inanimate characters in a given poem and gives examples	Identifies inanimate characters in a given poem but leaves out some	Identifies some inanimate characters but leaves out most
Ability to describe traits of inanimate characters in a given poem	Describes all the traits of inanimate characters in a given poem and provides adequate examples	Describes all the traits of inanimate characters in a given poem and provides examples	Describes the traits of inanimate characters in a given poem and provides a few examples	Describes some traits of inanimate characters in a given poem but can hardly give any example

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
8.5 Writing	**8.5.1 Assessment of writing**	By the end of the sub strand, the learner should be able to: a) identify errors in an essay written by self or peers. b) assess a composition written by self or peers and suggests corrections for errors **c)** appreciate the importance feedback to improve a composition.	Learner is guided to: • read sample compositions • identify the errors and list them down • write a composition related to the theme • correct errors in their own writing • work in groups to create narrative composition • exchange the composition with another group • edit the compositions and pinpoint errors in groups • suggest corrections to be made to the composition. • display the edited work on the class notice board • take part in a gallery walk and view what the other groups have done.	1. How does a text with errors make you feel? 2. What are some of the common mistakes we make in our writing?

Core competences to be developed:
- Communication and collaboration as leaners collaborate to correct compositions.
- Learning to Learn as the learner assesses the correctness and suggests corrections to be made to the composition.

Pertinent and Contemporary Issues (PCIs)				
Peer Education is developed as the learner work together to improve the compositions.				
Values:				
Patriotism as the learner interacts with material related to the theme.				
Links to other subjects:				
Self and peer assessment also features in composition writing in Kiswahili, French and other languages.				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify errors in an essay written by self or peers	Identifies all errors in an essay written by self or peers exhaustively	Identifies all errors in an essay written by self or peers	Identifies errors in an essay written by self or peers but leaves out some	Identifies errors in an essay written by self or peers but leaves out most
Ability to assess a composition written by self or peers and suggesting corrections for errors	Assesses a composition written by self or peers and gives prompt feedback	Assesses a composition written by self or peers and gives feedback	Assesses a composition written by self or peers and gives some feedback	Assesses a composition written by self or peers but hardly provides feedback

STRAND: 9.0 HEROES: AFRICA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions (s)
9.0 Listening and Speaking	**9.1 Pronunciation** 9.1.1Sounds: vowels /ɑː/ /ɜː/and consonants /tʃ/ and/dʒ/ 9.1.2: Stressed and unstressed words (content and function words)	By the end of the sub strand, the learner should be able to: a) identify words with vowels /ɑː/; /ɜː/ and the consonant /tʃ/; /dʒ/ from a sample text b) pronounce the vowels /ɑː/; /ɜː/ and the consonants /tʃ/; /dʒ/ correctly c) apply stress on content words while leaving the function words unstressed d) acknowledge the importance of emphatic stress in communication.	The learner is guided to : • listen to a recording of and identify the sounds /ɑː/ /ɜː/ /tʃ/ and/dʒ/ in small groups • practise saying the sounds /ɑː/ /ɜː/ /tʃ/ and/dʒ/ in small groups • identify the stressed and unstressed words in a sample text • practise saying words with the sounds /ɑː/ /ɜː/ /tʃ/ and/dʒ/ in small groups and make a recording in pairs • listen to sentences as they are read out • pick out words that are either stressed and unstressed • recite a poem and identify the stressed words in small groups.	1. Why are some words said with greater force than others? 2. Why do we pronounce some words differently from others in a sentence?

Core competences to be developed:
- Self -efficacy- effective communication is achieved as the learner pronounces words correctly.
- Communication and collaboration as the learner works in with other to pronounce word correctly.

Pertinent and Contemporary Issues (PCIs)
Citizenship- learn sounds so that they can communicate effectively globally

Values:
Unity: Saying sounds together as a group fosters unity among learners

Link to other subjects:
Pronunciation and sentence stress is used in all subjects

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to pronounce vowels /ɑː/; /ɜː/ and the consonants /tʃ/; /dʒ/ correctly.	Pronounces all the sounds correctly.	Pronounces three the sounds correctly.	Pronounces two sounds correctly.	Pronounces one of the sounds correctly but with assistance.
Ability to apply stress on content words while leaving the function words	Applies stress on all content words while leaving the function words.	Applies stress on most content words while leaving the function words.	Applies stress on some content words while leaving the function words.	Applies stress on some content words without leaving the function words.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
9.2 Reading	**9.2.1 Extensive Reading**: **Grade appropriate fiction Materials Characters**	By the end of the sub strand, the learner should be able to: a) identify the characters in a given fiction text b) explain the traits of a given character in a fictional text c) appreciate the role of characters in fiction.	The learner is guided to: • search online and offline for words that can be used to describe *character traits* • read a given fiction material on African heroes/heroines and list the characters in the text • in groups, role play the different characters identified • dramatise the text and video record the performance • in pairs, choose a character and discuss what the character does or says • use flash cards to describe the traits of the given character • in groups, relate the characters in the fiction text to real life • identify the character that they like most and explain why.	1. What makes reading enjoyable? 2. How can the characters in a story be described? 3. Which stories are the most enjoyable to read?

Core competences to be developed:
- Creativity and imagination- networking is enhancing as the learner role play different characters
- Digital literacy – using digital technology is achieved as leaners search online and video record their performances

Pertinent and Contemporary Issues				
Citizenship Education- Ethnic and racial relations- Reading on African Heroes/ Heroines makes learners appreciate Africa's ethnic diversity				

Values:				
Social justice- Reading on African heroes/ heroines makes learners understand issues that Africa as a continent is exposed to				

Link to other subjects:				
Social studies- African heroes/ heroines are discussed here				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the characters in a given fiction text	Identifies all the characters in a given fiction text	Identifies most of the characters in a given fiction text	Identifies some characters in a given fiction text	Identifies some characters in a given fiction text with some help
Ability to describe the traits of a given character in a fictional text	Describes all the traits of a given character in a fictional text	Describes most of the traits of a given character in a fictional text	Describes some of the traits of a given character in a fictional text	Explains the traits of a given character in a fictional text with difficulty

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
9.3 Grammar in use	**9.3.1 Word Classes: Conjunctions –** because, that, when, which, if, unless, and since	By the end of the sub strand, the learner should be able to: a) select the listed conjunctions from a group of words. b) use the listed conjunctions correctly in sentences. c) appreciate the correct use of conjunctions in communication.	The learner is guided to : • read a text in small groups. • identify conjunctions such *as because that when, which, if, unless, and since* from the text individually. • fill in blanks in sentences using the listed conjunctions individually. • make sentences using the listed conjunctions. • in groups,create dialogues using the listed conjunctions • search online and offlinefor examples of the listed conjunctions. • create crossword puzzles and code words featuring conjunctions. • create posters on heroes/heroines using sentences with conjunctions and display them on the walls. • search for sentences with conjunctions from the internet.	1. Why should we join sentences correctly? 2. Why do we use conjunctions? 3. How can one join two or more sentences?

			• recite poems featuring conjunctions.listen to songs and identify the conjunctions used.	

Core competences to be developed:
- Collaboration- team work is enhanced as the learner work in groups and recite poems
- Creativity and imagination – learners make connections and create posters on heroes or heroines

Pertinent and Contemporary Issues (PCIs)
Citizenship – good governance- Some African heroes and heroines address issues of governance

Values:
Patriotism- creating posters of African heroes and heroines makes learners proud of their nation

Link to other subjects:
Visual Arts- Creation of posters is an aspect of visual arts

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectations
Ability to identify conjunctions	Identifies all conjunctions in sentences correctly.	Identifies most conjunctions in sentences correctly.	Identifies some conjunctions in sentences correctly.	Has difficulty identifying conjunctions in sentences correctly.
Ability to use conjunctions in sentences correctly	Uses all conjunctions in sentences correctly.	Uses most conjunctions in sentences correctly.	Uses some conjunctions in sentences correctly.	Has difficulty using conjunctions in sentences correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.4 Reading	**9.4.1 Intensive Reading** **9.4.2 Similes** **9.4.3 Metaphors** **2 lessons**	By the end of the sub strand, the learner should be able to: a) list the similes and metaphors in a given short story b) use similes and metaphors in their own sentences c) explain the similes and metaphors used in the short story d) acknowledge the importance of similes and metaphors in communication.	The learner is guided to: • search online and offline for meanings of *simile and metaphor* • read a given short story and identify the similes and metaphors present • in groups, discuss the meanings of the similes and metaphors identified • discuss the relevance of the similes and metaphors in the short story • in pairs, list the similes and metaphors they know • construct sentences using the similes and metaphors in the context of African heroes and heroines	1. What makes short stories interesting? 2. Why should short stories be read? 3. How can one write a short story?

Core competences to be developed:
- Citizenship–national and cultural identity is enhanced as the learner use metaphors and similes in the context of African heroes
- Collaboration – team work is enhanced as the learner contribute to group discussions on similes and metaphors

Pertinent and Contemporary Issues (PCIs)
Citizenship Education-Patriotism- Constructing sentences in the context of African heroes and heroines makes learners identify with Africa

Values:
Respect- discussion on heroes inculcates respect for the citizens of the different countries

Link to other subjects:
Kiswahili- Metaphors and similes are covered in Kiswahili

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list the similes and metaphors in a given short story	Lists all the similes and metaphors in a given short story	Lists most of the similes and metaphors in a given short story	List some of the similes and metaphors in a given short story	List some similes and metaphors in a given short story with assistance
Ability to use similes in their own sentences	Creatively uses all the similes in their own sentences	Uses most of the similes in their own sentences with ease	Uses some of the similes in their own sentences with assistance	Uses some of the similes in their own sentences with difficulty
Ability to explain the metaphors used in the short story	Explains all the metaphors used in the short story creatively	Explains most of the metaphors used in the short story	Explain some of the metaphors used in the short story	Struggles to explain the metaphors used in the short story

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
9.5 Writing	**9.5.1 Creative Writing** **9.5.2: Narrative Compositions** **(240-280 words)** **(2 lessons)**	By the end of the sub strand, the learner should be able to: a) recall a specific event, emotion, or experience that affected them greatly. b) plan a narrative composition using prewriting techniques c) create a narrative composition using revealing details d) acknowledge the value of quality narrative compositions	The learner is guided to: • identify the parts *of narrative composition.* • narrate events, feelings or experience that impacted them in pairs or small groups. • plan a narrative composition in pairs or small groups. CSL • write a narrative composition individually. • collaborate with peers to check each other's work for: o correctness of language o relevance to the topic o punctuation o spelling • review their work individually. • publish their work by either: o sharing it through email o sharing it through social media o pasting the work on posters	1. Why do we enjoy reading stories? 2. How can you make your composition intersting? 3. Which event, excited you or made you sad recently?

				o posting the work in class and conducting a gallery walk.	

Core competences to be developed
- Creativity and Imagination –making observations is enhanced as the learner create narrative compositions on a variety of topics
- Digital literacy – interacting with digital technology is enhanced as the learner share their work via email and social media

Pertinent and Contemporary Issues (PCIs)
Citizenship Education- social cohesion: Working in groups makes learners learn to live harmoniously

Values:
Unity - as the learner cooperate with peers to revise and make their work better

Link to other subjects:
- Kiswahili, French, Germany, Arabic and Chinese: Narrative composition writing is learnt and practised in all these languages.
- Performing Arts also promote creativity

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectations**
Ability to narrate a specific event, emotion, or experience that affected them greatly.	Creatively narrates a specific event, emotion, or experience that affected them greatly.	Narrates a specific event, emotion, or experience that affected them greatly.	Narrates a specific event, emotion, or experience that affected them greatly with little help	Narrates a specific event, emotion, or experience that affected them greatly with a lot of difficulty
Ability to plan a narrative composition using prewriting techniques	Plans a narrative composition using all the prewriting techniques	Plans a narrative composition using most of the prewriting techniques	Plans a narrative composition using some of the prewriting techniques	Plans a narrative composition using few prewriting techniques
Ability to write a narrative composition using revealing details	Creatively writes a narrative composition using revealing details	Writes a narrative composition using revealing details	Struggles to write a narrative composition using revealing details	Writes a narrative composition without using t revealing details

STRAND 10.0:   ART

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
10.1 Listening and Speaking	**10.1.1 Oral Presentations**	By the end of the sub strand, the learner should be able to: a) identify the items in the format of a speech. b) present a written speech using effective speaking skills. c) prepare a short speech on a given topic. d) acknowledge the importance of good speaking skills for effective communication.	The learner is guided to: • Search online and offline for the format of a *speech* • listen to or watch a recorded speech from a digital device. • identify the introduction, body and conclusion of the speech they have listened to or watched • in groups, write down points on how they can appreciate their heritage through art • prepare a speech using the points generated above in small groups and present it in their small groups • present the speech to the whole class as other learners provide feedback on the non-verbal cues used • identify the speaking strategies that made each speech interesting.	1. How can you make a speech presentation interesting? 2. What are some of the techniques for introducing or concluding a speech?
Core competences to be developed:					
• Communication and Collaboration is inculcated whereby speaking skills enhanced as the learners work in groups to discuss the parts of a speech					

• Learning to learn is developed as learners organize own learning and acquire speech presentation skills.	

Pertinent and Contemporary Issues (PCIs)

Social cohesion is improved when learners are presenting a speech on art thus making learners appreciate their heritage

Values:

• Respect is enhanced as the learners listen to each other's speeches, they grow to respect each other
• Unity as learners engage in conversations in groups making learners become united

Link to other subjects:

Performing Arts and Visual Arts as both learning areas expose learners to art

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify in the items in the format of a speech.	Identifies all the items in the format of a speech and gives illustrations	Identifies all the items in the format of a speech.	Identifies most items in the format of a speech.	Identifies some items in the format of a speech.
Ability to present a written speech using effective speaking skills.	Flawlessly presents a written speech using effective speaking skills.	Presents a written speech using effective speaking skills.	With some assistance presents a written speech using effective speaking skills.	Presents a written speech using effective speaking skills with a lot of difficulty
Ability to prepare a short speech on a given topic.	Speedily prepares a short speech on a given topic.	Prepares a short speech on a given topic.	Prepares a short speech on a given topic with some help	Struggles to prepare a short speech on a given topic

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
10 .2 Reading	**10.2.1 Study Skills: Note Making**	By the end of the sub strand, the learner should be able to: a) identify key points in a text b) make notes from a written text. c) appreciate the importance of note making in learning.	The learner is guided to: • search online and offline on how to *make notes* • read a given text on art and identify the key points • identify verbal sign posts • make notes on the margin • paraphrase the writer's words • create own abbreviations • jot down any ideas that a writer repeats • in groups, discuss some of the words that are used to introduce key points in a piece of writing • rewrite or re-read their notes; reorganize into categories	1. How do we determine what to include in our notes during note making? 2. What is the importance of note making?

Core competences to be developed:
• Digital literacy enhanced when learners are interacting with technology as they use electronic devices to get information.
• Creativity and imagination as the learner creates own abbreviations.
• Communication and collaboration as the learner works in groups to discuss words used in write.

Pertinent and Contemporary Issues (PCIs)
Mentorship is encouraged as reading a text on Art helps learners identify some careers related to art

Values:				
Respect- as the learner work together to accomplish tasks				

Link to other subjects:				
Note making skills are invaluable in all subjects as it is part of the array of study skills necessary across board				

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify key points in a written text.	Identifies all key points in a text with uncanny precision.	Identifies key points in a text.	Identifies some key points in a text.	Requires assistance to identifies key points in a text.
Ability to make notes from a written text.	All points are relevant and well organized	Most points are well organized	Some points are relevant and well organized	Most points are neither relevant nor well organized.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
10.3 Grammar in Use	**10.3.1 Word Classes: Determiners 10.3.3 Quantifiers**	By the end of the sub strand, the learner should be able to: a) identify demonstratives and quantifiers in a given text b) use demonstratives in sentences for clarity of communication c) appreciate the importance of demonstratives and quantifiers communication.	The learner is guided to : • identify *quantifiers* few and many and *demonstratives* this, these and that and those • Point out various items that are at different distances. • determine the correct demonstratives to use in different circumstances. • generate the plural forms of the demonstrative pronouns in pairs. • demonstrate practically the differences in meaning in quantifiers such as little and a little amount of water. • generate sentences using various demonstratives and quantifiers. • construct sentences using demonstrative and quantifiers from a substitution table.	1. Why do we use demonstratives and quantifiers? 2. When do we use demonstratives and quantifiers?

Core competences to be developed:
- Communication and collaboration in terms of team work is enhanced as the learners work in pairs
- Self-efficacy through effective communication is developed as the learner practice the correct use of demonstratives and quantifiers

Pertinent and Contemporary Issues (PCIs)
- Critical thinking is enhanced as the learner select the correct demonstratives and quantifiers to use in different contexts

• Creative thinking is enhanced as the learners apply the knowledge of demonstratives and quantifiers in different contexts	

Values:
Love exhibited through care and compassion as the learners assist each other

Link to other subjects:
Kiswahili, French, Germany and Arabic all have demonstratives and quantifiers being taught there in

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify demonstratives	Identifies the demonstratives correctly in a wide variety of contexts	Identifies the demonstratives correctly	Identifies some of the demonstratives correctly	Needs assistance to identify most of the demonstratives correctly
Ability to use demonstratives in sentences	Uses demonstratives in a variety of sentences correctly	Uses demonstratives in sentences correctly	Attempts to use demonstratives in sentences correctly	Has difficulty using demonstratives in sentences correctly

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
10.4 Reading	**10.4.1 Intensive Reading: Short story:**	By the end of the sub strand, the learner should be able to: a) highlight the main events in the story b) relate the events in the short story to real life c) identify the setting in the short story d) appreciate the importance of literature in life	The learner is guided to : • Read a given short story • Discuss the main events in pairs or groups • use a graphic organizer to highlight the events in the story • research the meaning of setting from online and offline sources • discuss the setting of the short story they have read in pairs or groups • discuss how the events in the short story relate to real life in groups	1. How do events flow logically in a story **2.** Why is the setting of a story important to the reader

Core competences to be developed:
• Communication and collaboration as the learner works in pairs and groups to discuss the main events and how they relate to real life.
• Creativity and imagination is enhanced as the leaner uses a graphic organizer to highlight the events in the story.

Pertinent and Contemporary Issues (PCIs)
Creative thinking as the learner relates events in the short story to real life.

Values:
Unity - as the learner work together to accomplish tasks

Link to other subjects:
Short stories are learnt in Kiswahili, German and French

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to highlight the main events in the story	Highlights all the main events in the story with precision	Highlights all the main events in the story	Highlight some of the main events in the story	Highlights a few main events in the story
Ability to relate the events in the short story to real life	Relates all the events in the short story to real life and gives several examples	Relates all the events in the short story to real life and gives adequate examples	Relates some events in the short story to real life and omits many examples	Has difficulty relating the events in the short story to real life and giving any examples
Ability identify the setting in the short story	Identifies all the details of the setting in the short story with clarity	Identifies all the setting in the short story	Identifies the setting in the short story with assistance	Identifies the setting in the short story with a lot of difficulty

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
10.5 Writing	**10.5.1 Functional Writing** *Thank you note* *Congratulatory note*	By the end of the sub strand, the learner should be able to: a) recognise the key elements and layout of a thank you note and a congratulatoly note. b) use the correct format to write a Thank you note note c) write a congratulatory note correctly d) critique a thank you note and a congratulatory note for correctness and relevance.	The learner is guided to : • list some of the ocassions when we write a *thank you note and a congratulatory note*. • write a thank you note and a congratulatory note in pairs. • search for sample a thank you note and a congratulatory note from the internet newspapers, magazines and textbooks and read through them in pairs. • download a thank you note and a congratulatory note from the internet and read through them in pairs • identify the key aspects (components) of a thank you note and a congratulatory note in small groups. • write a a thank you note and a congratulatory note individually or in small groups. • paste the completed work on the wall. • conduct a gallery walk and give feedback for each others work.	1. How are strong emotions expressed in writing? 2. Why should one write how they feel about something?

			• share the a thank you note and a congratulatory note online, through email, or posters.	

Core competences to be developed
- Self-Efficacy is developed as the learner successsfully create congraturatoly and thank you notes individually or in small groups
- Learning to Learn is enhanced as learners take charge of their own learning and search for sample congratulatoly and thank you notes from newspapers, magazines and textbooks and read through them in pairs.

Pertinent and Contemporary Issues (PCIs)
- Life Skills Education – effective communication is developed as the learner create congratulatory notes and thank you notes and look for artistc ways to make them presentable.
- Financial literacy inculcated as leaners share ideas on how art can be an income earner.

Values:
Love and responsibility improves as the learners cooperate to create congratulatoly and thank you notes in pairs or small groups.

Link to other subjects:
Congratulatory notes and thank you notes are forms of functional writing an aspect learnt Kiswahili, French, German, Arabic and Chinese

Assesssment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to recognise the key elements and layout of congratulatory notes and thank you notes	Recognises and identifies promptly componensts of congratulatoly and thank you notes.	Recognises and identifies most componensts of congratulatoly notes and thank you notes.	Recognises and identifies some componensts of congratulatoly notes and thank you notes.	Recognises and identifies some componensts of congratulatoly notes and thank you notes with assistance from the teacher or peers.
Ability to use the correct format to write a Thank you note	Finds it easy to use the correct format to write a Thank you note	Uses the correct format to write a Thank you note	Fairly uses the correct format to write a thank you note	Barely uses the correct format to write a thank you note
Ability to write a congratulatory note correctly	Writes a congratulatory note correctly with extreme clarity	Writes a congratulatory note correctly	Writes a congratulatory note correctly with little assistance	Writes a congratulatory note correctly with a lot of help

STRAND 11.0: CHOOSING A CAREER

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
11.1 Listening and Speaking	**11.1.1 Conversational Skills - interviews**	By the end of the sub strand, the learner should be able to: a) identify polite words and expressions in a radio or television interview b) use polite words and expressions when conducting an interview c) appreciate the role of interviews in presenting reality.	The learner is guided to : • listen to a recorded or a role played interview and identify polite expressions used. For example, "I am sorry but..."; "your point is valid, but..". • watch a video in which the speakers are engaged in a *radio or television interview* • make a list of the verbal and non-verbal cues used by the speakers to express politeness • in pairs conduct an interview on choosing a career using polite expressions • search online and offline for typical questions and answers in a radio or television interview • conduct a hot seating episode that relates to experiences	1. Why is it important to use polite language during an interview? 2. How do we show respect for others people's opinion?

			people go through in their various careers.	

Core competences to be developed:
- Collaboration is promoted as the learner plays different roles as interviewee or interviewer.
- Digital literacy is enhanced as the learner uses both the radio and television.

Pertinent and Contemporary Issues (PCIs)
Effective communication is achieved as the learner acquires skills of expressing opinions.

Values:
- Respect is developed as the learner disagrees politely.
- Unity as the learner engages in interviews.

Link to other subjects:
All subjects engage in discussions on various topics.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify polite words and expressions in a radio or television interview	Consistently identifies polite words and expressions in a radio or television interview	Identifies polite words and expressions in a radio or television interview	Identifies some polite words and expressions in a radio or television interview	Identifies some polite words and expressions in a radio or television interview with assistance
Ability to use polite words and expressions in an interview	Uses a variety of polite words and expressions appropriately and creatively in an interview	Uses polite words and expressions appropriately in an interview	Uses polite words and expressions in an interview with assistance	Struggles to use polite words and expressions with assistance in an interview

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
11.2 Reading	**11.2.1 Extensive Reading: Non- fiction**	By the end of the sub strand, the learner should be able to: a) identify print and non-print non-fiction materials that are interesting to read. b) read a range of non-fiction materials for general information. c) c)appreciate the importance of reading for information	The learner is guided to: • skim through print and electronic reading material on careers • discuss the general ideas with peers • scan print and electronic reading material and identify key words and phrases • use a dictionary to look up the meaning of vocabulary acquired during independent reading • read various texts on careers and note the key points • share with peers what he or she has read about	1. What is the importance of reading widely? 2. What do you consider when selecting a reading text?

Core competences to be developed:
- Self -efficacy is enhanced as the learner selects reading materials to enhance learner's ability to make decisions.
- Learning to learn helps the learner to plan and manage time effectively.

Pertinent and Contemporary Issues (PCIs)
Life Skills Education is promoted as the learner chooses materials to read extensively.

Values:
Responsibility as the learner engages in the selection of reading material.

Link to other subjects:

All subjects require extensive reading as the learner interacts with reference materials.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify print and non-print non-fiction materials that are interesting to read.	Readily identifies a variety of print and non-print non-fiction materials that are interesting to read	Identifies print and non-print non-fiction materials that are interesting to read.	Needs assistance to Identify print and non-print non-fiction materials that are interesting to read.	Has difficulty identifying print and non-print non-fiction materials
Ability to read a range of non-fiction materials for general information	Consistently and independently reads a wide range of non-fiction materials for general information	Independently reads a range of non-fiction materials for general information	Needs help to read non-fiction materials with for general information	Struggles to read a few non-fiction materials for general information even with help.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
11.3 Grammar in Use	**11.3 Word Classes: Adverbs**	By the end of the sub strand, the learner should be able to: a) identify adverbs formed from adjectives in sentences or a group of words b) form adverbs from adjectives c) use adverbs in sentences. d) appreciate the value of adverbs in communication.	The learner is guided to : • select *adverbs formed from adjectives* from a print and non-print text, in pairs. • Read a text o careers and identify teh adverbs use • construct sentences on different careers using adverbs formed from adjectives • select the correct forms of adverbs from a substitution table • search the internet, newspapers or magazine for examples of adverbs formed from adjectives, in small groups. • fill in blanks using adverbs formed from adjectives. • compile a list of instructions using adverbs formed from adjectives. • make a list of adverbs formed from adjectives and display them on charts and posters. • compose short poems using adverbs formed from adjectives.	1. Why do we form words from other words? 2. What are the functions of adverbs

Core competences to be developed:
• Self-efficacy is enhanced a s the learner forms adverbs from adjectives .

• Critical thinking is developed as the learner uses adverbs in sentences.	

Pertinent and Contemporary Issues (PCIs)
Decision making as the learner makes decisions on adverbs to use in speech and writing.

Values:
Responsibility as the learner works in groups to select adverbs from digital devices responsibly.

Link to other subjects:
Kiswahili, french and German teach formation of words.

Assessment Rubric

Indicators	Exceeds expectation	Meets expectation	Approaches expectation	Below expectations
Ability to identify adverbs formed from adjectives	Identifies all adverbs formed from adjectives in sentences correctly.	Identifies most adverbs formed from adjectives in sentences correctly.	Identifies some adverbs formed from adjectives in sentences correctly.	Has difficulty identifying adverbs formed from adjectives in sentences.
Ability to form adverbs from adjectives	All adverbs derived from adverbs are correct.	Most adverbs derived from adverbs are correct.	Some adverbs derived from adverbs are correct.	Most adverbs derived from adjectives are incorrect.
Ability to use adverbs formed from adjectives in sentences	Uses all adverbs formed from adjectives in sentences correctly.	Uses most adverbs formed from adjectives in sentences correctly.	Uses some adverbs formed from adjectives in sentences correctly.	Has difficulty using adverbs formed from adjectives.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
11.4 Reading	**11.4.1 Intensive Reading: Lessons Learnt**	By the end of the sub strand, the learner should be able to: a) identify the lessons learnt in a short story b) relate the lessons learnt in the short story to real life c) c) appreciate the role of stories in addressing societal issues.	The learner is guided to : • listen or watch a story and identify moral lessons that are brought out from a digital device. • read the short story and in pairs retell what they have read • in groups, discuss the lessons learnt by looking at the actions and the words used in the story. • discuss how different characters bring out the lessons. • role play the episodes that carry the main lessons in the short story • make connections between situations in their own lives and the episodes in the text • use the lessons learnt to write a composition and share it with peers.	1. What issues in the society are addressed by stories? 2. How can one derive lessons from a short story?

Core competences to be developed:
- Creativity and imagination is developed as the learner relates lessons from the short stories to own lives.
- Collaboration is promoted as the learner participates in role plays to enhance learners' team work skills.

Pertinent and Contemporary Issues (PCIs)				
Patriotism and good governance as the learners endeavor to make better their world using the lessons learnt				

Values:

Unity as the learner works in groups to unpack lessons in the short stories

Link to other subjects:

Kiswahili, Indigenous Languages and performing arts all have elements of literary works

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the lessons learnt in the short story.	Clearly explains all the lessons learnt in the short story and relates it to real life	Explains all the lessons learnt in the short story.	Explains the lessons learnt in the short story but omits important details.	Struggles to explain the lessons learnt in the short story and omits most details
Ability to relate the lessons learnt in the short story to real life	Precisely relates the lessons learnt in the short story to real life with several examples	Relates the lessons learnt in the short story to real life with examples	Relates the lessons learnt in the short story to real life but omits examples	Has difficulty relating the lessons learnt in the short story to real life

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
11.5 Writing	**11.5.1 Mechanics of Writing: Prefixes and Suffixes**	By the end of the sub strand, the learner should be able to: a) identify words with prefixes and suffixes from a text. b) use prefixes and suffixes correctly in sentences c) acknowledge the influence of prefixes and suffixes on meaning and formation of words.	The learner is guided to : • read a texton careers which features words with prefixes and suffixes from print and non-print sources • write down words with suffixes and prefixes from the text • formulate a table separting words with similar prefixes, root and suffixes in groups • infer the meaning of a word from prefixes • break down words into prefixes and suffixes in groups • listen to a dictated list of words with prefixes and suffixes and write them down • formualte sentnces using words with prefixes and suffixes • fill in blanks in a writing with the correct form of words with prefixes and suffixes	1. How can you tell the meaning of a word using a prefix? 2. Which words with suffixes and prefixes are confusing?

				• search for more examples of words with prefixes and suffixes from books, newspapers, internet among others, in small groups	

Core competences to be developed:
- Collaboration is enhanced as the learner generates lists of words with prefixes and sufixes in groups or pairs.
- Creativity and imagination is enhanced as the learner performs different tasks on prefixes and suffixes.

Pertinent and Contemporary Issues (PCIs)
Creative thinking as the learner formulates sentences using different forms of words.

Values:
Unity as the learner searches for more examples of words using prefixes and suffixes in groups.

Link to other subjects:
All languages empower the learners to form words correctly.

Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to identify words with prefixes and suffixes from a text	Identifies all words with prefixes and suffixes from a text correctly	Identifies most words with prefixes and suffixes from a text correctly	Identifies some words with prefixes and suffixes from a text correctly	Needs assistance to identify words with prefixes and suffixes from a text
Ability to use prefixes and suffixes correctly in sentences	Uses all the prefixes and suffixes correctly in sentences and in their correct spelling	Uses all the prefixes and suffixes correctly in sentences	Uses some prefixes and suffixes correctly in sentences	Struggles to use prefixes and suffixes correctly and fails to correctly spell some words

STRAND 12.0:   MODERN FASHION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.1 Listening and Speaking	**12.1 Listening to Respond: Attitude**	By the end of the sub strand, the learner should be able to: a) Explain the message in a given song b) Use appropriate words and expressions to express their attitude towards a given song c) Appreciate how choice of words affects the reader	The learner is guided to : • listen to different songs from a digital device or non-electronic sources and describe the messages in them • perform the songs in groups and bring out relevant emotions. • discuss issues highlighted in the song with those of their peers • use words and expressions to describe their feelings towards songs about various issues including modern fashion.	1. What messages are found in songs? 2. What makes one like or dislike a song?

Core competences to be developed:
- Self-efficacy is enhanced as the learner engages in fruitful discussions
- Digital literacy is developed as the learner interacts with digital devices.

Pertinent and Contemporary Issues (PCIs)
Self-esteem is boosted as the learner expresses his or her opinion on songs.

Values:
Respect as the learner endeavour to accommodate the opinion of their peers on songs.

Link to other subjects:
Life skills and Performance Arts require learner express their opinions on different issues.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the message in a given song	Clearly explains various messages and provides several relevant illustrations from the given song	Explains various messages and provides relevant illustrations in a given song	Explains the messages but does not provide relevant illustrations in a given song	Struggles to explain the messages and omits all the illustrations in a given song
Ability to use appropriate words and expressions to express their attitude towards a given song	Uses appropriate words and expressions to express their attitude towards a given song and provides various illustrations	Uses appropriate words and expressions to express their attitude towards a given song	With assistance uses appropriate words and expressions to express their attitude towards a given song	Struggles to use appropriate words and expressions to express their attitude towards a given song even with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.2 Reading	**12.2.1 Intensive Reading: Comprehension Strategies**	By the end of the sub strand, the learner should be able to: a) identify mental images in a text correctly b) use contextual clues to infer information and meanings of words correctly in a text c) c) acknowledge the role of comprehension in effective communication.	The learner is guided to : • read the passage on modern fashion and in pairs underline sentences that create mental images • read the passage on modern fashion in turns as they answer direct and inferential questions • in pairs, infer the meaning of words and expressions using contextual clues • in groups, present mental pictures from the text on charts and display them	1. What do you remember most after reading a text? 2. How do we get information from a text?

Core competences to be developed:
- Critical thinking as the learner identifies mental images and infers meanings of words.
- Communication and collaboration as the learner works in pairs or groups to accomplish tasks.

Pertinent and Contemporary Issues (PCIs)
Personal hygiene as the learner reads passages on fashion.

Values:
Responsibility as the learner accomplishes group tasks.

Link to other subjects:
Health Education and Home Science address the theme of modern fashion.

Assessment Rubric				
Indicator	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to identify mental images in a text correctly	Identifies all the mental images in a text correctly with adequate examples	Identifies all the mental images in a text	Identifies some of the mental images in a text correctly	Has difficulty identifying mental images in a text correctly
Ability to use contextual clues to infer information and the meaning of words correctly in a text	Uses all contextual clues to infer information and the meaning of all words correctly and with ease	Uses all contextual clues to infer information and the meaning of words correctly	Uses some contextual clues to infer information and meanings of words correctly with assistances'	Struggles to use contextual clues to infer information and the meaning of words even with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.2 Grammar in Use	**12.2: Phrasal Verbs**	By the end of the sub strand, the learner should be able to: a) identify phrasal verbs correctly in a text. b) use the phrasal verbs correctly in sentences c) acknowledge the role of phrasal verbs in making conversations interesting.	The learner is guided to : • read a text and isolate the phrasal verbs formed from *make, pass and look* • search the internet for more examples of the given phrasal verbs and list them on different flash cards • construct sentences on modern fashion using the given phrasal verbs in pairs. • In groups, use print and digital dictionaries of phrasal verbs to check the meaning of the given phrasal verbs.	1. How are phrasal verbs formed? 2. How can one tell the meaning of a phrasal verb?

Core competences to be developed:
• Communication and collaboration is enhanced as the learner forms phrasal verbs with peers.in pairs.
• Digital literacy is developed as the learner checks the meanings of phrasal verbs from digital dictionaries.

Pertinent and Contemporary Issues (PCIs)
Cultural awareness as the learner constructs sentences on modern fashion

Values:
Unity as the learner makes contributions in group activities.

Link to other subjects:
French and German handle phrasal verbs.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify phrasal verbs correctly in a text.	Identifies all phrasal verbs correctly in a text.	Identifies most phrasal verbs correctly in a text.	Identifies some of the phrasal verbs correctly in a text.	Identifies some phrasal verbs in a text with difficulty
Ability to use phrasal verbs correctly in sentences	Uses all the phrasal verbs correctly in sentences and observes all the rules of grammar	Uses all the phrasal verbs correctly in sentences	Uses some phrasal correctly in sentences	Uses some phrasal verbs in sentences correctly with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.4 Reading	**12.4.1: Short story:**	By the end of the sub strand, the learner should be able to: a) identify the characters in the short story. b) Write a paragraph on the characters in the short story c) appreciate the role of characters in stories	The learner is guided to: • read a story in print or non-print form. • identify the characters in the story they have read • categorize the characters as good or bad based on their actions and words, in pairs or groups • read a short story and in pairs discuss the actions and words of the characters in the story • write paragraphs describing *the traits of the characters* in the short story using different words and expressions • in groups, compare and contrast the traits of the characters in the short story • describe how some characters in the short story are similar to the people they know • role play the different characters in the short story bringing out their traits • make connections between their own lives and those of characters in the text	1. What qualities do you admire in people? 2. How can character traits be described?

Core competences to be developed:
- Critical thinking is developed as the learner analyses characters in the short story.
- Problem solving as the learner relates characters in the story to those in real life.

Pertinent and Contemporary Issues (PCIs)
Peace education as the learner appreciates the fact that different people have different traits.

Values:
Unity as the learner interacts with others in discussion groups or in pairs.

Link to other subjects:
Kiswahili, Indigenous Languages and Performing Arts all have elements of characterisation.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the characters in the short story.	Identifies all the characters in the short story and explains their traits with a lot of clarity	Identifies all the characters in the short story and attempts to explain their traits.	Identifies some characters in the short story but omits the character traits.	Has difficulty Identifying characters in the short story.
Ability to write a paragraph on the characters in the short story	Creatively writes a paragraph on the characters with many examples from the short story	Writes a paragraph on the characters with examples from the short story	Writes a paragraph on the characters with a few examples from the short story	Struggles to write a paragraph on the characters and omits examples in the short story

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.5 Writing	**12.5: The writing process**	By the end of the sub strand, the learner should be able to: a) Explain the process of writing a dialogue b) write a dialogue on a given topic correctly c) acknowledge the importance of the writing process.	The learner is guided to : • search online and offline for the stages of *the writing process* (i.e. pre-writing, drafting, editing, revising, publishing) in groups and present them in a manila paper • work in pairs to brainstorm on possible topics for a dialogue writing on modern fashion • undertake the stages of the writing prosess in creating a dialogue • display the dialogues for peer review and revision • edit the dialogues to make corrections for clarity, grammar, spelling and punctuation in pairs • work with the teacher to evaluate the individual dialogues.	1. How can a good dialogue be written? 2. Why should one write a dialogue?

Core competences to be developed:
- Communication and collaboration is enhanced as the learner works in pairs to brainstorm on modern fashion.
- Critical thinking is developed as the learner creates a dialogue on modern fashion.

Pertinent and Contemporary Issues (PCIs)
Effective communication as the learner express themselves through well written dialogues

Values:				
Unity as the learner generate topics for dialogues in their groups				

Link to other subjects:
Creative and Performing Arts involve dialogue writing as an important skill for effective play writing.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the process of writing a dialogue	Explains the process of writing a dialogue in detail and gives various examples	Explains the process of writing a dialogue in detail	Explains the process of writing a dialogue but omits some details	Struggles to explain the process of writing a dialogue and omits a lot of details
Ability to write a dialogue on a given topic correctly	Writes a dialogue on a given topic correctly and creatively and follows the process of writing.	Write a dialogue on a given topic correctly and follows the writing process	Writes a dialogue on a given topic but omits some aspects of the writing process	Struggles to write a dialogue on a given topic and barely adheres to the process of writing.

STRAND 13.0: CONSUMER PROTECTION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
13.1 Listening and Speaking	**13.1.1: Extensive Listening: Poems**	By the end of the sub strand, the learner should be able to: a) identify messages in b) poems. c) perform poems using d) appropriate techniques e) acknowledge the role of poems in society.	The learner is guided to: • watch recordings or performances of poems on the need for consumer protection and patriotism for enjoyment • in pairs, discuss the different *messages* in the poems • discuss in groups the performance techniques that make the presentations appealing • identify poems on the need for consumer protection and *perform* them while recording themselves, in groups • discuss, in pairs, what stands out in each group presentation.	1. How can you improve the presentation of a poem? 2. What messages are conveyed in poem?

Core competences to be developed:
- Collaboration is enhanced as the learner practices and present poems in groups.
- Self-efficacy is enhanced as the learner discusses what stands out in each group presentation thus enhancing performance.

Pertinent and Contemporary Issues (PCIs)
Consumer literacy skills are enhanced as the learner interacts with poems on the need for consumer protection.

Values:
Patriotism is fostered as the learner interact with poems on patriotism

Links to other subjects:
Business Studies and Social Studies cover issues on consumer protection and patriotism.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify Identifying messages in poems	Identifies messages in poems using varied examples	Identifies messages in poems	Partially identifies messages in poems	Needs assistance to identify messages in poems
Ability to perform poems using appropriate techniques	Performs poems using appropriate techniques with a lot of creativity	Performs poems using appropriate techniques	Performs poems using appropriate but limited techniques	Has difficulty Performing poems using appropriate techniques

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
3.2 Reading	**13.2.1 Intensive Reading: Comprehension strategies** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the key points in a passage b) create mental images of the characters, places and events in the text c) summarise the key points in the text d) appreciate the role of reading in lifelong learning.	The learner is guided to: • read a text on the need for consumer protection and *identify the key points* • in pairs, underline sentences that help *create mental images (visualising)* about the characters, places and events • role play events and characters in the passage in groups • answer questions based on the read text • fill out the summary maps/charts with the key ideas on characters, problems or solutions • write a paragraph that *summarises* the key points in the story in own words. • use information from the maps to write out correct sentences.	1. How do you identify the key points while reading a text? 2. Which words can bring out the five senses in a text?

Core competences to be developed:
- Critical thinking is enhanced as the learner visualize events, characters and places in a text thereby engaging the learner's thoughts.
- Problem solving is enhanced as the learner read passages on the need for consumer protection and summarise the information.

Pertinent and Contemporary Issues (PCIs)
Consumer protection as the learner read passages on on the need for consumer protection.

Values:

Love is fostered as the learner role-play events and characters in the passage in groups.

Links to other subjects:

Business Studies addresses consumer literacy skills.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the key points in the passage	Excellently identifies all of the key points in a passage	Identifies the key points in a passage	Identifies key points in a passage with some errors	Needs assistance to identify key points in a passage
Ability to create mental images of the characters, places and events in the text	Exceptionally and aptly creates mental images of the characters, places and events in the text	Creates mental images of the characters places and events in the text	Creates mental images of the characters places and events in the text with assistance	Struggles to create mental images of the characters places and events in the text, even with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
13.3 Grammar in Use	**13.3.1 Word Classes: Compound Sentences** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify compound sentences from texts b) construct compound sentences using different coordinating conjunctions c) appreciate the usage of compound sentences in communication.	The learner is guided to: • read a text on the need for consumer protection and identify the *compound sentences* • search online and offline for coordinating conjunctions to be used in constructing compound sentences, for example, but, or, and, so • construct compound sentences on a variety of issues including consumer protection using different conjunctions • join different independent clauses using a drag and drop application or a completion table, in groups • display their sentences in class for peer review.	1. Why do we join sentences? 2. How do we join sentences?

Core competences to be developed:
• Communication is enhanced as the learner communicates ideas clearly when using compound sentences.
• Digital literacy is fostered as the learner manipulates the drag and drop application.

Pertinent and Contemporary Issues (PCIs)
• Consumer protection is enhanced as the learner read texts and construct sentences on the theme.
• Effective Communication is exhibited as the learner use compound sentence to combine ideas.

Values:				
Social justice is fostered as the learner provides support to peers through peer review.				

Links to other subjects:
Kiswahili tackles compound sentences.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to Identify compound sentences from texts	Identifies a variety of compound sentences from texts	Identifies compound sentences from texts	Partially identifies compound sentences from texts on the need for consumer protection	Identifies compound sentences from texts on the need for consumer protection with assistance
Ability to construct compound sentences using different coordinating conjunctions	Constructs a variety of compound sentences using different coordinating conjunctions with ease	Constructs compound sentences using different coordinating conjunctions	Constructs compound sentences using a limited number of coordinating conjunctions	Constructs compound sentences using a limited number of coordinating conjunctions with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
13.4. Reading	**13.4.1 Short Story: Style** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify personification and flashback in a short story b) read and dramatise selected parts of a short story featuring personification and flashback c) appreciate the creative use of language in short stories.	Learner is guided to: • read in turns the selected short story. • in pairs, narrate the sequence of events in the selected short story • identify personification and flashback in the selected short story • dramatise in groups the selected parts of the story containing personification and flashback • make short notes on personification and flashback with examples from the short story.	1. How does a writer make a story interesting? 2. Which qualities of a person can animals be given?

Core competences to be developed:
Learning to learn is enhanced as the learner work collaboratively to dramatise selected parts of the story.

Pertinent and Contemporary Issues (PCIs)
Decision Making as the learner identifies instances of personification and flashback.

Values:
Responsibility as the learner take up tasks assigned to them as they dramatise the story.

Links to other subjects:
Indigenous Languages and Kiswahili as the learner read texts featuring personification and flashback in these subjects.

Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to identify and illustrating personification and flashback in a short story	Identifies personification and flashback in the selected short story using clear and varied illustrations	Identifies personification and flashback in a short story	Identifies personification and flashback in a short story with some errors	Needs assistance to identify personification and flashback in a short story
Ability to read and dramatise selected parts of the story featuring personification and flashback	Reads and imaginatively dramatises selected parts of the story featuring personification and flashback	Reads and dramatises selected parts of the story featuring personification and flashback	Reads and dramatises selected parts of the story featuring personification and flashback with some assistance	Struggles to read and dramatise selected parts of the story with personification and flashback even with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
13.5 Writing	**13.5.1 Creative Narrative Composition: Idioms** (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of the specified idioms in context b) create a narrative composition using the specified idioms c) appreciate the value of idioms in spoken and written communication	Learner is guided to: • in pairs, search online and offline for the meaning of the following idioms: - *have the guts* - *burn the midnight oil* - *apple of one's eye* - *come in handy* - *time is ripe* - *hit the nail on the head* - *cry over spilt milk* • engage in a language game on sentence construction featuring the given idioms such as use of task cards • write a narrative composition using the specified idioms • share the compositions in groups for peer review	1. What makes a story outstanding? 2. How can we improve our writing skills?

Core competences to be developed
- Communication is enhanced as the learner writes a narrative composition effectively using the specified idioms.
- Collaboration is enhanced as the learner reflects on progress made as they share their compositions.
- Digital Literacy is achieved as learner interacts with technology when confirming online the meaning of the specified idioms.

| **Pertinent and Contemporary Issues (PCIs)** |
| Effective Communication is achieved as the learner expresses their ideas creatively in narrative composition. |

| **Values:** |
| Respect is fostered as the learner listen to peers opinions and views about their compositions. |

| **Links to other Subjects:** |
| Arabic and French address writing of **n**arrative compositions. |

Assesssment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain Explaining the meaning of the specified idioms in context	Explains the meaning of all the specified idioms context	Explains the meaning of most of the specified idioms in context	Explains the meaning of some of the specified idioms in context	Explains the meaning of the specified idioms in context with a lot of difficulty
Ability to compose a narrative composition using the specified idioms	Creatively and effectively composes a narrative composition and uses all the idioms correctly	Composes a narrative composition using all the idioms correctly	Composes a narrative composition using some of the specified idioms correctly	Struggles to compose a narrative composition using the specified idioms

STRAND 14.0: SPORTS: OLYMPICS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
14.1 Listening and Speaking	**14.1.1: Pronunciation and Intonation:**	By the end of the sub strand, the learner should be able to: a) identify silent consonant letters in words b) pronounce words with silent consonant letters in sentences c) use the correct intonation in declarative and exclamatory sentences. d) acknowledge the importance of correct pronunciation and intonation in communication.	Learner is guided to: • search online and offline for words with the following silent consonant letters */r//h//k//g//p//t/and /b/*and practise the pronunciation of the given words • listen from the online dictionaries and tutorials for the correct articulation of the specified sounds • listen to the teacher or a recording of some sentences on sports and indicate whether a falling or rising intonation has been used • use correct intonation when reading *declarative and exclamatory* sentences. • practise reading words with silent letters in pairs and give feedback • underline silent letters in words.	1. Why should we use the right intonation when speaking? 2. What are some of the words with silent letters?

Core competences to be developed:

- Self-efficacy is fostered as the learners identify what they find difficult as they endeavour to use correct intonation when reading declarative and exclamatory sentences, and addressing the issue.
- Digital literacy is enhanced as the learners interact with recording of words in digital devices.

Pertinent and Contemporary Issues (PCIs)

Effective communication is enriched as learners learn the correct pronunciation.

Values:

Social justice is promoted as learner practises reading words with silent letters in pairs and give feedback.

Links to other subjects:

Kiswahili, French, German and Indigenous languages teach correct pronunciation of words and intonation in sentences.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the silent letters in words	Exceptionally identifies all silent letters correctly	Identifies silent letters correctly	Identifies some silent letters correctly but misses out others	Identifies few silent letters correctly with the assistance
Ability to pronounce words with silent consonant letters in sentences	Pronounces all words with silent consonant letters in sentences with precision	Pronounces words with silent consonant letters in sentences	Pronounces some words with silent consonant letters in sentences	Has difficulty pronouncing words with silent consonant letters in sentences
Ability to use the correct intonation in declarative and exclamatory sentences	Uses the correct intonation in a wide variety of declarative and exclamatory sentences	Uses the correct intonation in declarative and exclamatory sentences	Uses the correct intonation in declarative and exclamatory sentences with difficulty	Rarely uses the correct intonation in declarative and exclamatory sentences

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
14.2 Reading	**14.2.1 Study Skills** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main ideas in a descriptive text b) make notes from a descriptive text c) summarise a descriptive text in a paragraph of stated number of words d) acknowledge the role of note making and summarise texts.	Learner is guided to: • discuss steps to follow when making notes and writing summaries • search for and read samples of well written summaries and notes • share ideas on qualities of well written notes and summaries • read a descriptive text on safety in sports and identify the key points. • in pairs, make notes from a descriptive text • in groups, combine the points into a coherent paragraph using connectors to make a summary in a specified number of words • display the paragraphs in class for peer review	1. Why is it important to summarise information? 2. How can key points be identified in a text?

Core competences to be developed:
- Learning to learn is achieved as learners display their paragraphs for peer review.
- Self-efficacy is enhanced as learners make notes and summarising improves the learners' study skills.

Pertinent and Contemporary Issues (PCIs)
Safety is promoted as learners read a text on safety in sports and identify key points.

Values:
Unity is fostered as learners work together to identify main ideas brought out in texts

Links to other subjects:
- Kiswahili, French and German equip learners with summary writing skills
- Kiswahili, German, French and Indigenous Languages have note making as an essential study skill.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the main ideas presented in the passage	Identifies a rich and wide variety of the main ideas presented in the passage	Identifies the main ideas presented in the passage	Struggles to identify the main ideas presented in the passage	Identifies a few of the main ideas presented in the passage with the support of others
Ability to make notes from a descriptive text	Explicitly makes notes based on a descriptive text	Makes notes based on a descriptive text	Makes notes made based on a descriptive text with difficulty	Struggles to make a few notes based on a descriptive text precise with the help of the peers.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
14.3 Grammar in Use	**14.3.1 Sentences: Active and Passive Voice**	By the end of the sub strand, the learner should be able to: a) identify sentences in the active and passive voice b) transform sentences from active to passive voice and vice versa c) construct sentences in the active and passive voice d) appreciate the use of active and passive voice in effective communication.	Learner is guided to: • read print or non-print texts on the Olympics and underline active and passive sentences • in pairs change simple sentences from active to passive voice and vice versa • in groups, create sentences in active and passive voice and display them in a gallery for peer review • search online and offline for more active and passive sentences.	1. Why should one use a variety of sentences? 2. How can one tell the doer and the receiver of an action in a sentence?

Core competences to be developed:
• Communication and Collaboration is boosted as learners create sentences in groups for it improves the learners ability to express themselves in a variety of situations.
• Self-efficacy is enhanced as learners use passive and active voice in communication.

Pertinent and Contemporary Issues (PCIs)
Life Skills Education is promoted as learners change active sentences into passive ones.

Values:
Respect is fostered as learners give their opinion during peer review of sentences.

Links to other subjects:
Kiswahili, French, German and Indigenous Languages feature active and passive voice.

Assessment Rubric

Indicators	Exceeds expectation	Meets expectation	Approaches expectation	Below expectations
Ability to identify sentences in the active and passive voice from a text	Identifies a wide variety of sentences in the active and passive voice from a text	Identifies sentences in the active and passive voice from a text	Identifies some sentences in the active and passive voice from a text	Identifies sentences in the active and passive voice from a text with assistance
Ability to transform sentences from active to passive voice and vice versa	Perfectly transforms all sentences from active to passive voice and vice versa	Transforms sentences from active to passive voice and vice versa	Transforms some sentences from active to passive voice and vice versa	Transforms sentences from active to passive voice and vice versa with the support
Ability to construct sentences in the active and passive voice	Constructs a wide variety of sentences in the active and passive voice with ease	Constructs sentences in the active and passive voice	Constructs sentences in the active and passive voice with few prompts	Constructs sentences in the active and passive voice with a lot of assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
14.4 Reading	**14.4.1 Extensive reading: Short story**	By the end of the sub strand, the learner should be able to: a) identify the ideas in the short story b) relate the ideas from the short story to real life experiences c) appreciate the value of short stories in reflecting social issues.	Learner is guided to: • read a short story and identify the ideas it conveys • discuss the events and characters in a short story and the issues the writer brings out through them • in pairs, make connections between the ideas in the short story and their own experiences and those of the people they know • in groups, dramatise and record sections of the short story that reflect real life experiences.	1. Where does a writer get what to write about? 2. How are stories related to what happens in real life?

Core competences to be developed:
- Problem solving is inculcated as the learners make connections between the short stories and their own experiences.
- Communication and collaboration is achieved as the learner works in pairs or groups to undertake different tasks.

Pertinent and Contemporary Issues (PCIs)
Social cohesion is promoted as learners relate the text to real life experiences and make informed decisions in their lives.

Values:
Social justice is formulated as all learners with varied abilities discuss in pair groups.

Links to other subjects:
Performing Arts and Kiswahili have the short story as a genre.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the ideas in the short story	Explicitly identifies a wide variety of the ideas in the short story	Identifies the ideas in the short story	Partially identifies some of the ideas in the short story	Has difficulty identifying the ideas in the short story
Ability to relate the ideas from the short story to real life experiences	Meticulously relates all the ideas from the short story to real life experiences	Relates the ideas from the short story to real life experiences	Relates some of the ideas from the short story to real life experiences a	Relates some of the ideas from the short story to real life experiences with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
14.5 Writing	**14.5.1 Creative Writing: Descriptive Writing** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify words and expressions for describing people, places and events b) write a descriptive composition on people, places and events. c) value the place of description in written and spoken communication.	Learner is guided to: • search online and offline for words and expressions that can he used to appeal to the five senses (of touch, smell, sight, taste and hearing) and classify them in a table • in pairs, read a passage on various issues in Olympics such as avoiding and responding to sporting accidents and underline descriptive words and sentences • watch a video or a visual on one of the sports their country participates in at the Olympics and draft a descriptive paragraph from it • create a descriptive composition based on one of the sports featured in the Olympics • share the compositions in class for feedback from peers, revise and publish their writing through different means such as posters, school website or class blogs.	1. Which words or expressions do we use to describe things, events or people? 2. How can description make our writing better?

Core competences to be developed:
- Creativity and Imagination is sharpened as the learners craft descriptive essays in composition writing.
- Communication and Collaboration is enhanced as learners assist each other correct and revise the compositions they have written.

Pertinent and Contemporary Issues (PCIs)				
Safety and security is enhanced as learners read passages on Olympics to acquire knowledge on how to avoid or respond to sporting accidents.				

Values:				
Patriotism is enhanced as learners read texts about their country's participation in various sports in the Olympics.				

Links to other subjects:
- Kiswahili,French, German and Indegenous languages have descriptive essays as one of the components of writing.
- Physical Education and Sports has olympics as one of the major sporting events

Assessment Rubric

Indicators	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Ability to identify words and expressions for describing people, places and events	Identifies a wide variety of words and expressions for describing people, places and events with ease	Identifies words and expressions for describing people, places and events	Identifies words and expressions for describing people, places and events in some instances	Identifies words and expressions for describing people, places and events in some instances with assistance
Ability to write a descriptive composition on people, places and events	Imaginatively writes a descriptive composition on people, places and events in a manner that appeals to all the five senses	Writes a descriptive composition on people, places and events	Writes a descriptive composition on people, places and events in a manner that appeals to some of the five senses	Writes a descriptive composition on people, places and events with difficulty

STRAND 15.0: TOURIST ATTRACTION SITES: AFRICA

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
15.1 Listening and Speaking	**15.1.1 Oral Reports: Events**	By the end of the sub strand, the learner should be able to: a) recount events that take place outside the classroom b) present a report on occurences taking place out of the classsroom using verbal and non-verbal cues c) acknowledge the role of oral reports in communication.	Learner is guided to: • scan through pictures taken in a tourist attraction site and discuss the activities involved • in pairs, search online or offline for oral reports and note the steps taken during the presentations • in groups, review an out of class activity and order the sequence of events the activity • rehearse an oral report paying attention to verbal and non-verbal cues • present oral reports on the activities as they took place using verbal and non-verbal cues • provide feedback on reports presented by peers and suggest improvements.	1. How can you make your preseantation convincing? 2. Why do we give oral reports?
Core competences to be developed: • Creativity and imagination as the learner reviews and orders activities taking place outside the classroom. • Communication and collaboration as the learner undertakes activities in pairs or groups.				

• Digital literacy- Interacting with technology enhanced as the learner generates ideas from pictures and oral presentations online.				

Pertinent and Contemporary Issues (PCIs)
Environmental Education is promoted as learner's scan through pictures taken in a tourist attraction site.

Values:
Patriotism is fostered as learners discuss the activities involved in a tourist attraction site.

Links to other subjects:
Kiswahili, French, German tackle basic oral presentations.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recount events that take place outside the classroom	Comprehensively recounts events that take place outside the classroom	Recounts events that take place outside the classroom	Recounts events that take place outside the classroom with some omissions	Recounts events that take place outside the classroom with the assistance
Ability to present a report on occurences taking place out of the classsroom using verbal and non-verbal cues	Meticulously employs verbal and non-verbal cues when presenting the oral report	Employs verbal and non-verbal cues during the oral presentation	Uses the verbal and non-verbal cues during the oral presentation with assistance	With difficulty uses verbal and non-verbal cues with during the oral presentation

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)

15.2 Reading	**15.2.1 Reading Fluency**	By the end of the sub strand, the learner should be able to:
		a) outline reading fluency aspects observed while reading aloud
		b) read texts accurately, with expression and at the right speed.
		c) apply fluency strategies when reading a text.
		d) appreciate the significance of poems in communication.
			Learner is guided to:
			• brainstorm on the reading fluency aspects such as accuracy, speed and reading with expression, and display them in a chart
			• in pairs, find online or offline sample stories and choral verses on different subjects such as tourist attraction in Africa and read them read aloud in turns
			• practice the following fluency strategies as they read:
			  ○ preview a text before reading
			  ○ skim a text to obtain the main idea
			  ○ scan a text to obtain specific details
			  ○ ignore unknown words when reading a text
			• engage in a reader's theater in small groups
			• recite the choral poem in small groups.
				1. What emotions or feelings can we display when reading a text?
				2. Why should we read a text at the right speed?

Core competences to be developed:
Citizenship is fostered as learners explore texts on tourist attraction in Africa and this in turn enhances their global awareness.

Pertinent and Contemporary Issues (PCI)
Effective Communication is sharpened as learners perfect their reading skills.

Values:
Peace is promoted as learners work together in groups to recite the choral verses.

Links to other subjects:
Kiswahili, German and French nurture the reading of articles and texts fluently.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline reading fluency aspects and strategies observed while reading aloud	With precision outlines all reading fluency aspects and strategies observed while reading aloud	Outlines the reading fluency aspects and strategies observed while reading aloud	Outlines some of the reading fluency aspects and strategies observed while reading aloud	Outlines some of the reading fluency aspects and strategies observed while reading aloud with assistance
Ability to read a text accurately, with expression and at the right speed	Flawlessly reads the whole text accurately, with expression and at the right speed	Reads the text accurately, with expression and at the right speed	Read parts of the text accurately, with expression and at the right speed	Needs to be assisted to read the text accurately, with expression and at the right speed
Ability to apply fluency strategies when reading a text	Exceptionally applies all the fluency strategies when reading a text	Applies fluency strategies when reading a text	Applies some fluency strategies when reading a text	Applies few fluency strategies when reading a text with assistance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
15.3.Grammar In Use	**15.1 Types of Sentences:**	By the end of the sub strand, the learner should be able to: a) identify interrogative sentences and question tags from a text b) use interrogative sentences and question tags in varied contexts. c) appreciate the role of correctly framed questions in communication.	Learner is guided to: • read a text online or offline on varied topics including tourist attraction sites in Africa • identify interrogative sentences such as WH- questions, Yes/ No questions and alternative questions • identify question tags from a given text and practise asking and answering them • in groups, form interrogatives and tag questions and display them on a graphic organiser • use interrogatives in a role play relevant to the theme of tourism in Africa • in pairs, read a dialogue featuring interrogatives and tag questions • search the internet for more examples of question tags and interrogatives.	1. How do we ask questions? 2. How do we answer questions?

Core competences to be developed:
- Communication and collaboration is developed as the learner accomplishes different tasks in pairs or groups
- Self- efficacy is sharpened as learners construct different types of interrogatives.

Pertinent and Contemporary Issues (PCIs)
Problem Solving is promoted as learners ask and answer questions on tourism in Africa.

Values:
Respect for each other is emphasised as learners engage in a dialogue featuring interrogative sentences and question tags.

Link to other subjects:
Social Studies, Religious Education, Agriculture and Home science involve asking and answering questions.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify interrogative sentences and question tags from a text	Identifies a wide variety of interrogative sentences and question tags from a text	Identifies the interrogative sentences and question tags from a text	Identifies the interrogative sentences and question tags from a text with little assistance	Has difficulty identifying interrogative sentences and question tags from a text
Ability to use interrogatives and question tags in varied contexts	Exceptionally uses interrogatives and question tags in varied sentences	Uses interrogatives and question tags correctly in varied contexts	Uses interrogatives and question tags in some sentences correctly	Has difficulty using most interrogatives and question tags in context

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
15.4 Reading	**15.4.1 Poems:**	By the end of the sub strand, the learner should be able to: a) identify the ideas in the poems b) derive the lessons learnt in the poem c) recognise the role of poems in addressing societal issues.	Learner is guided to: • recite and dramatize the given poems for enjoyment in groups • outline the subject matter • identify the messages conveyed in the poems • highlight lessons learnt from the poems discuss the lessons brought out through the relationship of characters in the poem • present them in posters to be displayed in the notice boards for peer review.	1. Which lessons have you learnt from poems before? 2. How can you say what is in the poem in your own words?

Core competences to be developed:
- Problem solving is enhanced as learners get ideas from poems on how to solve problems of self and others.
- Self – efficacy is enhanced as the learner recites and dramatizes poems.

Pertinent and Contemporary Issues (PCIs)
Social cohesion is nurtured as learners appreciate the role of their peers as they recite and dramatise the poems.

Values:
Respect is enriched as the learners provide feedback on lessons identified by peers with dignity

Links to other subjects:
- Kiswahili, French and German emphasise on lessons learnt from texts.
- Performance Arts nurture the skills and talents of the learners as they dramatise poems and other genres

Assessment Rubric				
Indicators	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectations**
Ability to identify the ideas in the poems	Identifies the ideas in the poems exhaustively	Identifies the ideas in the poems	Identifies the ideas in the poems in some instances	Identifies the ideas in the poems with difficulty
Ability to paraphrase ideas in the poem as lessons learnt	Excellently and precisely paraphrases ideas in the poem as lessons learnt	Paraphrases ideas in the poem as lessons learnt	Paraphrases some ideas in the poem as lessons learnt	Needs assistance to paraphrase ideas in the poem as lessons learnt

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
15.5 Writing	**15.5.1 Functional Writing: Personal Journals**	By the end of the sub strand, the learner should be able to: a) outline the components of a personal journal b) create a personal journal on varied experiences c) evaluate a journal for correctness and relevance.	Learner is guided to: • explain the purpose of keeping a diary or journal • view sample journals and identify the components, in pairs • in groups, brainstorm and choose ideas to write about using prompts like: - what was you experience during the visit to the national park? • bring to school a physical journal or sign-up for an online journal or improvise one and make entries • reflect on an experience, and record thoughts and feelings about it and enter them in the journal • re-read the entries and add additional thoughts. • publish the journals they have created through posters and social media,	1. Why do we write journals? 2. What would you like to remember about an experience?
Core competences to be developed				

• Self Efficacy is promoted as learners practise writing of journals
• Communication and Collaboration is enhanced as the learner brainstorms on journal entries in groups.

Pertinent and Contemporary Issues (PCIs)

- Creative Thinking is enhanced as learners generate experiences to enter into the journals
- Citizenship Education is brought out as learners talk about a visit to a national park

Values:

Love is inculcated as learners review journals written by peers with compassion.

Links to other Subjects:

Life Skills encourages learners to reflect on their daily experiences

Assesssment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to describe the format of a personal journal	With precision describes the format of a personal journal outlining all of the components	Describes the format of a personal journal	Describes the format of a personal journal outlining some of the components	Describes the format of a personal journal with difficulty
Ability to generate ideas for their own journal entries from writing prompts	Generates a wide range of ideas for their own journal entries that are all relevant to the writing prompts	Generates ideas for their own journal entries from writing prompts	Generates ideas for their own journal entries some of which are relevant to the writing prompts	Struggles to generates ideas for their own journal entries from writing prompts

Ability to create a personal journal on varied experiences	Imaginatively creates a personal journal on a wide range of experiences	Creates a personal journal on varied experiences	Creates a personal journal on some experiences	Creates a personal journal on some experiences with assistance

COMMUNITY SERVICE LEARNING (CSL) PROJECT

The CSL project is based on the four language skills: listening, speaking, reading and writing as well as grammar. During the CSL project, the learner will write different articles and compile them to a school magazine. These articles should touch on the various thematic concerns highlighted in the design.

Strands relating to CSL Project	Sub-Strands	Project Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1. Listening and Speaking 2. Reading 3. Writing	**Oral Narratives (9 Lessons)**	By the end of the sub strand the learner should be able to: a) Create a school magazine b) Solicit for articles on relevant issues for a school magazine c) Publish a school magazine	Learners are guided to: • search online and offline for information on the parts of a school magazine in groups of six to ten • discuss with peers and identify the items to be included in the magazine • write articles on any of the thematic concerns • solicit for articles from members of the school fraternity • assess the correctness of the items they have written with peers • make corrections on the items they have written • collect relevant visuals to be included in the magazine	1. What is the importance of a school magazine? 2. What makes a good school magazine?

			• compile the articles of the magazine and upload it on digital platforms • publish the magazine and post it on the school noticeboard	

Key Component of CSL developed:
Leaners will come up with a school magazine
- The learners will explain the importance of a school magazine.
- The learners will apply lessons learnt from class work as they come up with a school magazine.
- Learners will assess each other's articles for correctness.
- Learners will collect relevant articles to form part of the school magazine
- Learners will pass relevant messages concerning issues affecting the community.

Core Competencies to be developed:
- Learning to learn as the learner writes articles for the school magazine
- Self-efficacy as the learner acquires organizational skills as they discuss and assess each other's work for correctness.
- Communication and collaboration as the learner works in groups or pairs to come up with a school magazine
- Citizenship as the learner writes on issues affecting the community and gives advice on the same

Values:
- Responsibility: as the learner takes charge of their own learning and come up with a school magazine.
- Respect as the learner interacts with others respectfully.

Pertinent Contemporary Issues (PCIs):
Citizenship: Learners have improved relationship with peers and community as they address issues affecting their community.

Link to other subjects:
- Performing arts teach poetry and creative writing.
- Kiswahili tackles poetry and different forms of writing.

Assessment Rubric				
Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to create a school magazine	Creates a school magazine with ease and includes a variety of articles	Creates a school magazine with ease and includes the basic parts	Creates a school magazine and omits some parts	Struggles to create a school magazine and omits most parts
Ability to solicit for articles on relevant issues for a school magazine	Solicits for a variety of articles on relevant issues for a school magazine	Solicits for sufficient articles on relevant issues for a school magazine	Solicits for a few articles on relevant issues for a school magazine	Struggles to solicit for articles on relevant issues for a school magazine
Ability to publish a school magazine	Publishes a school magazine with ease	Publishes a school magazine	Publishes a school magazine with some help	Struggles to publish a school magazine even with help

APPENDIX: SUGGESTED METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

SUGGESTED ASSESSMENT METHODS			
Listening and Speaking	**Reading**	**Grammar in Use**	**Writing Skills**
Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Peer assessment • Self-assessment and standardized listening assessments	• Reading aloud • Dictation • Oral interviews • Question and answer • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardized reading assessments • Keeping a record of books read	• Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-complétion, information gap • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles	Learner journals • Peer assessment • Self-assessment • Portfolio • Dictation • Standardized writing assessment

SUGGESTED LEARNING RESOURCES	
Non-digital	Digital
- Dictionaries - Posters - Models - Workbooks - Manilla papers - Word trees - Storybooks - Poetry books - Pictures and photographs - Newspapers - Magazines - Junior Encyclopedia - Journals - Course books - Diorama - Flash cards - Word wheels - Word puzzles - Code words - Charts and realia	- Digital course books - Games - Songs - Digital story books - Pictures and photographs - Journals - Electronic and digital devices - Electronic or online dictionaries - Flash cards - Charts - Video clips - Audio-visual resources - Other web resources

SUGGESTED NON-FORMAL ACTIVITIES

Listening and Speaking	Reading	Grammar in Use	Writing Skills
- Participation in poetry recitations during music and drama festivals - Interclass or club debating contests - Improve vocabulary, speech and values through Christian union, Catholic Action, Muslim, Hindu associations - Come up with speeches and deliver them during prize giving days, school assembly, extravaganzas among others to enhance fluency. - Participate in music festivals to hone communication and listening skills	- Reading news during assemblies and other school functions - Virtual tours using Google maps and establishing the direction of various locations using Google maps - Collecting different forms of oral literature from their community for a school magazine. - Showcasing short plays, conversational poems or choral verses within or without the school - Participating in Journalism Club Activities to improve reading	- Essay writing competitions on different topics - Hot seating sessions to enhance their language competence - Language symposiums to sharpen their language capacity - Word based sports or games for example crossword puzzles or scrabble - Shadowing language users - Language drills - Announcement posters and advertising of school activities as a practice	- Essay writing competitions - Writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent. - Interclass or school Spelling contests - Letter writing drills - Mentorship in writing - Report writing based on activities such as school sports and games

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