



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

INDIGENOUS LANGUAGES
GRADE 8



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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FOREWORD

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

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

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

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

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



PREFACE

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

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

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

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

JULIUS O. JWAN, PhD, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION



ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the *Basic Education Curriculum Framework (BECF)*, that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

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

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

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

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



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LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	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.

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LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

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

ESSENCE STATEMENT

Learners in Junior Secondary School will be exposed to a wide range of subjects including Indigenous Languages. This is because a people's culture is best passed on through their language. In addition, mother tongue, like any other language, is central to the success or failure of education and development programmes. The Constitution in Chapter 2, Article 7 (3) commits the Government to promote and protect the diversity of languages of the people of Kenya as well as promote the development and use of the indigenous languages. Furthermore, Article 11 of the constitution provides for the promotion of all forms of cultural expression through literature, the arts, traditional celebrations, science, communication, information mass media, publications, libraries and other cultural heritage.

According to Piaget, learners at this age have developed the ability to think about abstract concepts. This course is intended to expose the learner to abstract ideas and appropriate hypothetical and deductive reasoning. It will also focus on developing further the language skills and competencies acquired in lower levels of education. The confidence gained will motivate the learner to engage in the active process of learning to discover principles, concepts and facts for themselves, as suggested by social



constructivist scholars. In addition, the potential for the learner to become proficient in the language of their choice to ensure effective communication and educational progress will be enhanced.

Learners will also be provided with opportunities to participate in programmes and visits to vernacular radio and television stations to help them gain confidence and expose them to possible future careers through rigorous career guidance programmes. They will also be exposed to experiences and information that will enable them to make informed choices as they transit to Senior Secondary School. It is expected that this exposure will motivate the learner to develop a reading culture, not only to gain knowledge but also to make themselves eligible for exciting academic and job opportunities. A reasonable proficiency in mother tongue at this level will be a prerequisite for a mother tongue course at Senior Secondary School.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Respond appropriately to a variety of communication in the indigenous language
2. Express themselves confidently and appropriately in a variety of social contexts
3. Demonstrate knowledge of and apply indigenous knowledge, culture and values in varied situations
4. Comprehend information in different contexts in the indigenous language
5. Read fluently with comprehension and write legibly in different formats to express a variety of ideas and opinions
6. Enjoy communicating using a variety of cultural language strategies.



1.0 THEME: UNITY AND CITIZENSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.1 Listening and Speaking	1.1.1 Listening for comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline different gender roles from stories on community gender roles, b) respond to questions from the story on gender roles in the community, c) recognise the importance of listening purposefully for comprehension.	The learner is guided to: <ul style="list-style-type: none">• listen to an audio story on gender roles in the community and respond to questions on gender roles in the community,• work in pairs to outline to each other the different gender roles from stories on gender roles in the community,• surf the internet to identify and listen to clips on gender roles in different communities,• note down and present to the class the different roles identified from the clips on gender roles in different communities,• listen to the teacher read through a story on gender roles in the community and ask or answer questions,	<ol style="list-style-type: none">1. How do we listen for comprehension?2. Why should we seek to achieve gender parity in our school?



			<ul style="list-style-type: none"> engage in group work to record and listen to a story on gender roles in the community using appropriate digital devices. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy will be enhanced as learners manipulate digital devices and access the internet space safely and ethically to record and listen to stories on gender roles in the community using appropriate digital devices. Communication is acquired as learners speak engagingly and use facts and examples to present to the class the different roles identified in the clips on gender roles in different communities. Collaboration is achieved as learners recognise the value of other people’s ideas when responding to questions from stories on gender roles in the community. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect is enhanced when learners accept each other’s opinion as they outline the different gender roles from stories on gender roles in the community. Responsibility is nurtured as learners take care of the digital devices they have used to surf the internet for clips on gender roles in different communities. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Human Sexuality Education is instilled as learners present to the class the different roles identified in the clips on gender roles in different communities. Ethnic and racial relations is learnt as learners surf the internet for clips on gender roles in different communities. Gender Education will be acquired as learners note down and present to the class the different roles identified in the clips on gender roles in different communities. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> Computer Science addresses the use internet to surf. English and Kiswahili cover listening Skills. 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to outline different community gender roles from stories.	Exhaustively outlines different community gender roles from stories.	Outlines different community gender roles from stories.	Outlines different community gender roles from stories, with inconsistencies.	Outlines different community gender roles from stories, only with prompts.
Ability to respond to questions from stories on gender roles in the community.	Comprehensively responds to questions from stories on gender roles in the community.	Responds to questions from stories on gender roles in the community.	Partially responds to questions from stories on gender roles in the community.	Partially responds to questions from stories on gender roles in the community with assistance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.2 Listening and Speaking	1.2.1 Reading for information (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) answer questions from texts related to interpersonal skills and gender roles, b) use the vocabulary on interpersonal skills and gender roles to construct sentences, c) embrace the use of interpersonal skills to enhance positive gender roles in the society. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read texts relating to interpersonal communication and answer questions from the texts relating to interpersonal skills and gender roles, • work in groups to outline the different components of interpersonal skills as brought out in the texts on interpersonal skills and gender roles, • engage in group activities to discuss the different gender roles as brought out in the texts on interpersonal skills and gender roles and present them to the rest of the class, • work in pairs to surf the internet to find out the different gender roles in different communities of the world and present their findings in class, • identify vocabulary relating to interpersonal skills and gender roles as used in the texts read, 	<ol style="list-style-type: none"> 1. How do we get information on something we want to understand more? 2. Why is it important to apply comprehension skills in reading?



			<ul style="list-style-type: none"> • give the meaning of identified vocabulary as used in the texts on interpersonal skills and gender roles, • use the vocabulary on interpersonal skills and gender roles to construct sentences. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration will be acquired as learners discuss the different gender roles as brought out in the texts on interpersonal skills and gender roles and present them to the rest of the class. • Digital literacy will be enhanced through connecting and using the internet as the learner's surf the internet to find out the different gender roles in different communities of the world. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is developed as learners use the internet responsibly to surf the internet to find out the different gender roles in different communities of the world. • Unity is enhanced as learners outline the different components of interpersonal skills as brought out in the texts on interpersonal skills and gender roles. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Creative thinking will be realised as learners use vocabulary related to interpersonal skills and gender roles to construct sentences. • Social cohesion and active social skills will be enhanced as learners work in groups to outline the different components of interpersonal skills as brought out in the texts on interpersonal skills and gender roles. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Computer science covers use of internet. • Kiswahili and French address listening skills. 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to answer questions from texts on interpersonal skills and gender roles	Extraordinarily answers questions from texts on interpersonal skills and gender roles.	Answers questions from texts on interpersonal skills and gender roles.	Answers questions from texts on interpersonal skills and gender roles, with some assistance.	Has difficulty answering questions from texts on interpersonal skills and gender roles, even with assistance.
Ability to use vocabulary related to interpersonal skills and gender roles to construct sentences.	Creatively uses vocabulary related to interpersonal skills and gender roles to construct sentences.	Uses vocabulary on interpersonal skills and gender roles to construct sentences.	Partially uses vocabulary related to interpersonal skills and gender roles to construct sentences.	Uses limited vocabulary related to interpersonal skills and gender roles to construct sentences.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.3 Language Structure	1.3.1 Demonstrative and interrogative pronouns. (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify demonstrative pronouns from texts on unity and citizenship, b) construct sentences using demonstrative pronouns and interrogative pronouns, c) recognise the place of demonstrative and interrogative sentences in communication. 	The learner is guided to: <ul style="list-style-type: none"> • silently read a text with demonstrative and interrogative sentences on unity and citizenship, • work in pairs to identify demonstrative and interrogative pronouns from the text on unity and citizenship, • construct sentences using demonstrative and interrogative pronouns, • read through a newspaper cutting on unity and citizenship and underline the demonstrative and interrogative pronouns, • engage in group activities to play a demonstrative and interrogative pronouns word game by picking different words and asking the competing team to construct a sentence using the word picked, • make a list of demonstrative and interrogative pronouns picked during the word game and search their 	<ol style="list-style-type: none"> 1. How do we use different language structures to identify things from a collection of many? 2. Why is unity an important aspect of citizenship?



			<p>meaning from a dictionary or any relevant digital device,</p> <ul style="list-style-type: none"> • listen to an audio clip and pick the demonstrative and interrogative pronouns used in the clip, • play language games involving use of the internet to search for crossword puzzles with demonstrative and interrogative pronouns in small groups, • work in pairs to fill in the crossword puzzle with appropriate demonstrative and interrogative pronouns. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination will be enhanced as learner’s construct sentences using demonstrative and interrogative pronouns. • Digital literacy will be realised through interacting with technology as learners use digital learning platforms to search for crossword puzzles with demonstrative and interrogative pronouns and Digital citizenship as they observe safety precautions and practices when surfing the internet for the crossword puzzles. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility will be developed as learners handle the digital devices to search for crossword puzzles. • Unity will be nurtured as learners play a demonstrative and interrogative pronouns word game by picking different words and asking the competing team to construct a sentence using the word picked. 				



Pertinent and Contemporary Issues (PCIs):

- Effective communication will be achieved as learners fill in the crossword puzzle with appropriate demonstrative and interrogative pronouns.
- Social cohesion will be enhanced as learners play a demonstrative and interrogative pronouns word game by picking different words and asking the competing team to construct a sentence using the word picked.
- Creative thinking will be developed as learners construct sentences using demonstrative and interrogative pronouns.

Link to other subjects:

- Social studies addresses good citizenship.
- English and Kiswahili cover demonstrative and interrogative pronouns.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify demonstrative and interrogative pronouns from texts on unity and citizenship.	Elaborately identifies demonstrative and interrogative pronouns from texts on unity and citizenship.	Identifies demonstrative and interrogative pronouns from texts on unity and citizenship.	Identifies demonstrative and interrogative pronouns from texts on unity and citizenship, to some extent.	Partially identifies demonstrative and interrogative pronouns from texts on unity and citizenship, even with assisted.
Ability to construct sentences using demonstrative and interrogative pronouns.	Systematically constructs sentences correctly using demonstrative and interrogative pronouns.	Constructs sentences correctly using demonstrative and interrogative pronouns correctly	Partially constructs sentences correctly using demonstrative and interrogative pronouns.	Constructs incorrect sentences using demonstrative and interrogative pronouns.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.4 Writing	1.4.1 Writing to give information (2 lessons)	By the end of the sub strand, the learner should be able to: a) assemble ideas into a meaningful expository essay on the importance peaceful coexistence in the community, b) organise the ideas on the importance of peaceful coexistence in the community into a coherent sequence, c) use vocabulary related to importance of peaceful coexistence in the community, d) embrace the importance of organising ideas into a coherent sequence in communication.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm and write an outline of an expository essay on the importance of peaceful coexistence in the community, • sort and sequence flash cards with ideas on the importance of peaceful coexistence in the community, • construct paragraphs and sequence them into a meaningful expository essay, • edit and review paragraphs for coherence and communication, • use vocabulary related to importance of peaceful coexistence in the community to construct sentences. 	<ol style="list-style-type: none"> 1. How do we organise information logically? 2. Why is it important to co-exist peacefully in the community?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination will be enhanced through making connections as learners brainstorm and write outlines of an expository essay about the peaceful coexistence in the community. • Learning to learn is developed as learners work collaboratively in groups to construct paragraphs and sequence them into a meaningful expository essay. 				



- Self- efficacy is achieved as learners become self-aware and improve their planning skills through sorting and sequencing flash cards on the importance of peaceful coexistence in the community.
- Citizenship is acquired as learners improve their social and civic skills through engagement in group activities on using vocabulary related to importance of peaceful coexistence.

Values

- Unity is enhanced as learners work in groups and pairs to outline the importance of peaceful coexistence in the community.
- Care and compassion for others is developed as learners learn about the importance of peaceful coexistence.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion is enhanced as learners write about the importance of peaceful coexistence in the community.
- Active social skills will be acquired as learners acquire information on the importance of peaceful coexistence.
- Creative thinking is enhanced as learners sort and sequence flash cards with ideas on the importance of peaceful coexistence in the community.

Link to other subjects:

- Social Studies addresses the importance of peaceful coexistence in the community.
- English and French cover expository writing.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to assemble ideas into a meaningful expository essay on the importance of peaceful coexistence in the community	Comprehensively assembles ideas into a meaningful expository essay on the importance of peaceful coexistence in the community	Assembles ideas into a meaningful expository essay on the importance of peaceful coexistence in the community	Draws incorrect conclusions in assembling an expository essay on the importance of peaceful coexistence in the community.	Hardly assembles ideas into a meaningful expository essay on the importance peaceful coexistence in the community, even with prompting
Ability to organise ideas on the importance of peaceful coexistence in the community into a coherent sequence.	Explicitly organises ideas on the importance of peaceful coexistence in the community into a coherent sequence	Organises ideas on the importance of peaceful coexistence in the community into a coherent sequence	Presents inconsistencies in organising ideas on the importance of peaceful coexistence in the community into a coherent sequence	Scantly organises ideas on the importance of peaceful coexistence in the community into a coherent sequence
Ability to use vocabulary related to importance of peaceful coexistence in the community, in writing an expository.	Exhaustively uses vocabulary related to importance of peaceful coexistence in the community, in writing an expository essay.	Uses vocabulary related to importance of peaceful coexistence in the community, in writing an expository essay.	Partially uses vocabulary related to importance of peaceful coexistence in the community, in writing an expository essay.	Uses limited vocabulary related to importance of peaceful coexistence in the community, in writing an expository, with prompting essay.



2.0 THEME: INFORMATION COMMUNICATION TECHNOLOGY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.1 Listening and Speaking	2.1.1 Listening for information (1 lesson)	By the end of the sub strand, the learner should be able to: a) respond to questions on the advantages and disadvantages of the internet, b) identify the collective nouns used in texts on proper use of technology, c) value the importance of listening attentively as a way of acquiring information.	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio clip on safe use of the internet, • respond to questions from the story on safe use of the internet, • work in pairs to outline to each other the advantages and disadvantages of the internet, • listen and keenly observe as the teacher uses non-verbal cues to enhance listeners' understanding of the story, • listen to the teacher read through a story on proper use of the internet and respond to questions, • practise applying the use of non-verbal cues as they retell the story to enhance listeners' understanding, • work in groups to discuss the positive and negative uses of the internet and present ideas in class, 	<ol style="list-style-type: none"> 1. How do we listen to acquire information? 2. Why is it important to observe proper use of the internet?



			<ul style="list-style-type: none"> • record and listen to a story on proper use the internet in groups, • identify collective nouns from the texts read in class, • use collective nouns in conversations as the learners listen to each other. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy will be enhanced as learners behave safely and ethically in the internet space and manipulate the digital devices. • Communication will be acquired as learners practise applying the use of non-verbal cues as they retell the story to enhance listeners’ understanding. • Collaboration is developed as learners work in pairs to outline to each other the advantages and disadvantages of the internet. • Critical thinking and problem solving will be instilled as learners listen critically and compare perspectives on proper use of the internet. • Creativity and imagination will be achieved as learners practise applying the use of non-verbal cues as they retell the story to enhance listeners’ understanding. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity and respect will be enhanced as learners work in groups to discuss advantages and disadvantages of the internet and accept each other’s opinion. • Responsibility will be enhanced as learners listen critically and compare perspectives on proper use of the internet. • Care and compassion for others will be developed as learners work in groups to record, listen and give peer review to the write ups on proper use of the internet. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication will be realised as learners discuss the advantages and disadvantages of internet in groups, and make short presentations before the class. 				



- Creative thinking will be developed as learner's use learnt thematic vocabulary to create own sentences.

Link to other subjects:

- Computer Science addresses use of internet.
- German and Kiswahili cover listening skills.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to respond to questions with supporting examples on the advantages and disadvantages of the internet.	Comprehensively responds to questions and gives examples from texts on the advantages and disadvantages of the internet.	Responds to questions and gives examples from texts on the advantages and disadvantages of the internet.	Partially responds to questions but does not give examples from texts on the advantages and disadvantages of the internet.	Responds to questions from texts on the advantages and disadvantages of the internet, only with prompts.
Ability to identify the use of collective nouns in texts on proper use of technology.	Explicitly identifies the use of collective nouns in texts on proper use of technology.	Identifies the use of collective nouns in texts on proper use of technology.	Identifies the use of collective nouns in texts on proper use of technology, with inconsistencies.	Requires assistance to identify the use of collective nouns in texts on proper use of technology.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.2 Listening and Speaking	2.2.1 Oral presentations (1 lesson)	By the end of the sub strand, the learner should be able to: a) present a short talk related to technology, social media and use of the internet, b) read out to the class a text on proper use of the internet paying attention to non-verbal cues that enhance understanding, c) identify the nouns related to technology, social media and use of the internet, d) advocate for the proper use of the internet.	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio clip on safe use of the internet • work in pairs to tell each other the advantages and disadvantages of the internet as presented in the audio clip, • present a short talk related to technology, social media and use of internet to the class, • work in pairs to record themselves using appropriate digital device as they outline the advantages and disadvantages of the internet, • listen keenly to the recorded presentation to identify the verbal cues used in presentation and make corrections where necessary, • read out aloud to the class a text on proper use of the internet paying attention to non-verbal cues that enhance understanding, • discuss the proper and improper uses of the internet and present to class 	<ol style="list-style-type: none"> 1. How do we listen attentively? 2. What entails a good oral presentation? 3. Why is it important to observe proper use of the internet?



			<p>using appropriate non-verbal cues that enhance understanding,</p> <ul style="list-style-type: none"> • identify collective nouns from the texts read in class and practise using them in conversations as they listen to each other. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration will be developed as learners work in groups to outline to each other the advantages and disadvantages of the internet. • Creativity and imagination will be enhanced as the learners work in groups to record and listen to write ups on proper use of the internet. • Digital literacy is realised as learners listen to an audio clip on safe use of the internet. • Critical thinking and problem solving is instilled as learners identify collective nouns from the texts read in class. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect is realised as learners accept each other's opinions. • Responsibility is enhanced as learners listen to an audio clip on safe use of the internet. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication is realised as learners work in groups to discuss advantages and disadvantages of internet and make short presentations in class. • Creative thinking is developed as learners use thematic vocabulary to construct sentences of their own about proper and improper ways of using the internet. • Social cohesion is enhanced as learners work in work in pairs to record themselves using appropriate digital devices. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Computer science covers use of the internet. • English and Kiswahili address listening and speaking skills. 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to present a short talk related to technology, social media and use of the internet.	Systematically presents a short talk related to technology, social media and use of the internet.	Presents a short talk related to technology, social media and use of the internet.	Presents a short talk related to technology, social media and use of the internet with minimal lapses	Presents a short talk related to technology, social media and use of the internet with many lapses
Ability to read to the class a text on proper use of the internet paying attention to non-verbal cues that enhance understanding.	Confidently reads to the class a text on proper use of the internet paying attention to non-verbal cues that enhance understanding.	Reads to the class a text on proper use of the internet paying attention to non-verbal cues that enhance understanding.	Reads to the class a text on proper use of the internet paying minimal attention to non-verbal cues that enhance understanding.	Reads to the class a text on proper use of the internet but does not pay attention to non-verbal cues that enhance understanding.
Ability to identify the nouns related to technology, social media and use of the internet.	Exhaustively identifies the nouns related to technology, social media and use of the internet.	Identifies the nouns related to technology, social media and use of the internet.	Identifies the nouns related to technology, social media and use of the internet but misses out a few.	Identifies the nouns related to technology, social media and use of the internet but misses out many of them.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.3 Reading	2.3.1 Reading for information (2 lessons)	By the end of the sub strand, the learner should be able to: a) answer questions from texts related to technology, social media and use of the internet, b) outline the advantages and disadvantages of internet usage, c) create a personal collection of vocabulary related to technology, social media and use of the internet, d) identify and use nouns from passages related to technology, social media and use of the internet, e) embrace reading as a source of information on the safe use of the internet.	The learner is guided to: <ul style="list-style-type: none"> • read silently a passage related to technology, social media and use of the internet, • answer questions from the story related to technology, social media and use of internet, • work in pairs to outline the advantages and disadvantages of the internet, • work in groups to discuss the positive and negative uses of the internet and present the findings in class, • work in groups, using appropriate digital devices to read, record and listen to a story related to technology, social media and use of internet, • identify nouns from the texts related to technology, social 	<ol style="list-style-type: none"> 1. How do we get information on something we want to understand more? 2. What does safe use of the internet entail? 3. Why is the use of internet beneficial to us?



			<p>media and use of internet that were read in class,</p> <ul style="list-style-type: none"> • use identified nouns to construct sentences related to technology, social media and use of internet. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy is developed through application of effective communication skills as learners, in pairs, outline to each other the advantages and disadvantages of the internet. • Digital literacy is enhanced as learners record themselves and listen to a story on proper use of the internet. 				
<p>Values:</p> <p>Responsibility is nurtured as learners learn about proper and improper ways of using the internet and apply what has been learnt.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication is developed as learners outline to each other the advantages and disadvantages of the internet. • Creative thinking will be enhanced as learners use the nouns identified to construct sentences related to technology, social media and use of the internet. • Problem solving skills will be acquired as learners manipulate digital devices to record and listen to a story related to technology, social media and use of the internet. • Active social skills will be instilled as learners work in groups to read, record and listen to a story related to technology, social media and use of the internet. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Computer science addresses the use of internet. • French and German cover listening skills. 				



Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to answer questions on texts related to technology, social media and use of the internet.	Exhaustively answers all the questions on the texts related to technology, social media and use of the internet.	Answers questions on the texts related to technology, social media and use of the internet.	Answers questions on the texts related to technology, social media and use of the internet with minor errors	Answers questions on texts related to technology, social media and use of the internet, only with prompts.
Ability to identify nouns from passages related to technology, social media and use of the internet.	Elaborately identifies all nouns from passages related to technology, social media and use of the internet.	Identifies nouns from passages related to technology, social media and use of the internet.	Identifies nouns from passages related to technology, social media and use of the internet, to some extent.	Hardly identifies nouns from passages related to technology, social media and use of internet, even with assistance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.3 Language Structures	2.3.1 Word classes – Nouns (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) define collective nouns with examples, b) identify collective nouns from texts on information communication technology, c) use collective nouns to construct sentences on communication technology, d) acknowledge the role of collective nouns in enhancing communication. 	The learner is guided to: <ul style="list-style-type: none"> • read a text on information communication technology and identify collective nouns used in the text, • work in groups to use a technological device to surf the internet for a text and identify the different types of collective nouns in it, • make a list of collective nouns identified in varied texts on information communication technology, • work in pairs to construct sentences using collective nouns, • play a language game with collective nouns, • work in pairs to fill in a crossword puzzle with collective nouns, 	<ol style="list-style-type: none"> 1. How do we use nouns in everyday communication? 2. Why is it important to use technological devices for learning?



			<ul style="list-style-type: none"> fill in blank spaces in a text with collective nouns. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> Digital literacy will be enhanced as learners interact with technology when using a technological device to surf the internet for a text and identify the different types of collective nouns. Learning to learn is instilled as learners work collaboratively in pairs to construct sentences using collective nouns. Critical thinking and problem solving is developed as learners interpret and make inference while constructing own sentences using collective nouns. 				
<p>Values:</p> <ul style="list-style-type: none"> Unity is realised as learners work in pairs to fill in a crossword puzzle using collective nouns. Responsibility is nurtured as learners finish the task of making lists of collective nouns identified in varied texts on information communication technology. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Effective communication is enhanced as learners play a language game with collective nouns. Critical thinking is achieved as learners construct sentences using collective nouns. Active social skills are acquired as learners work in groups using a technological device to identify different types of collective nouns. 				
<p>Link to other subjects: English and Kiswahili cover language structures and construction of sentences using nouns.</p>				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify collective nouns from texts on communication technology.	Systematically identifies collective nouns from texts on communication technology.	Identifies collective nouns from texts on communication technology.	Identifies collective nouns from texts on communication technology, with inconsistency.	Identifies collective nouns from texts on communication technology, only with prompting.
Ability to construct sentences on communication technology, using collective nouns.	Comprehensively constructs sentences on communication technology, using collective nouns.	Constructs sentences on communication technology, using collective nouns.	Partially constructs correct sentences on communication technology, using collective nouns.	Scantly constructs sentences using collective nouns, on communication technology.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.4 Writing	2.4.1 Social writing (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the key parts of a thank you e-card, b) design a thank you e-card on a relevant digital device, c) advocate for the role of social writing in enhancing communication.	The learner is guided to: <ul style="list-style-type: none"> • work in groups to surf the internet for a variety of thank you e-cards, • identify a presentable thank you e-card from the internet, download it and discuss the features, • engage in group work to discuss the parts of thank you e-cards downloaded, • work in pairs to design a thank you e-cards to a friend, • present the designed thank you e-cards to the class for peer review. 	<ol style="list-style-type: none"> 1. Why is social writing important? 2. How do we write messages using digital platforms?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication will be enhanced as learners write in an organised manner to design a thank you e-card to their friends. • Collaboration will be realised through teamwork and improving teams as learners discuss the parts of thank you e-cards downloaded and practise how to develop their own. • Creativity and imagination will be developed through making observations and experimenting with ideas as learner’s design thank you e-cards to their friends. 				



- Learning to learn will be achieved as learners reflect on their own work and present their designed thank you e-cards to the class for peer review.

Values:

- Care and compassion for others will be enhanced as the learners design a thank you e-card to a friend.
- Respect is acquired as learners present the designed thank you e-cards to the class for peer review.
- Responsibility is instilled as the learners complete the task of presenting the designed thank you e-cards to the class for peer review.

Pertinent and Contemporary Issues (PCIs):

- Effective communication will be enhanced as learners discuss in groups how to develop e-cards and present their designed thank you e-cards to the class for peer review.
- Creative thinking will be acquired as learners designed thank you e-cards and present to the class for peer review.
- Active social skills will be instilled as learners observe ethical digital citizenship skills through surfing the internet to find samples of thank you e-cards.

Link to other subjects

- English and Kiswahili cover creative writing
- Computer Science addresses surfing the internet



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the key features of a thank you e-card and create a message to a friend.	Exhaustively identifies the key features of a thank you e-card and creates a message to a friend.	Identifies the key features of a thank you e-card and creates a message to a friend.	Partially identifies key features of a thank you e-card and creates an incomplete message to a friend.	Partly identifies features of a thank you e-card with assistance but hardly creates a message to a friend.
Ability to use a relevant digital device to design a thank you e-card.	Systematically uses a relevant digital device to design a thank you e-card.	Uses a relevant digital device to design a thank you e-card.	Uses a relevant digital device to some extent but does not complete the thank you e-card.	Has difficulty using a digital device to design a thank you e-card, even with assistance.



3.0 THEME: ENVIRONMENTAL CONSERVATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Conversational skills (2 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify and correct conversational errors from a conversation, b) participate in a role play on human-wildlife conflict, c) respond to questions from a listening text on human wildlife conflict, d) acknowledge the role of conversational skills in day-to-day communication. 	The learner is guided to: <ul style="list-style-type: none"> • watch a pre-recorded clip and discuss the issues raised about human wildlife conflict in groups, • respond to questions from the teacher on human wildlife conflict, • work in pairs to discuss ways of resolving human wildlife conflict, • role-play and enact a conversation between a game warden and a local reserve (complaining about elephants destroying crops in their farms.), • examine a handout on human wildlife conflict and identify the conversational errors touching on turn-taking, interjecting and interrupting politely. 	<ol style="list-style-type: none"> 1. Why is it important to apply appropriate skills in conversation? 2. How do we avoid conflict with wild animals?



Core competencies to be developed

- Communication is achieved as learners speak effectively and engagingly in conversations about human-wildlife conflict.
- Collaboration is developed as learners contribute to group decision making in discussions about issues raised on human wildlife conflict.
- Creativity and imagination will be acquired as learner’s experiment and enact a role play on the conversation between a local and a game warden.
- Digital literacy is developed as learners interact with technology and manipulate digital devices to watch video clips on human wildlife conflict.
- Critical thinking and problem solving is achieved as learners interpret and infer from texts when discussing ways of resolving human-wildlife conflict.

Values

- Unity is enhanced as learners discuss in groups the issues raised about human-wildlife conflict.
- Respect is enhanced when learners accept each other’s opinions.
- Responsibility is nurtured as learners respond to questions from the teacher on human-wildlife conflict.

Pertinent and Contemporary Issues (PCIs):

- Effective communication is enhanced as learners participate in a conversation and role play in class.
- Critical thinking is achieved as learners identify conversational errors touching on turn-taking, interjecting and interrupting politely.
- Active social skills are instilled as learners work in groups to discuss ways of resolving human wildlife conflict.

Link to other subjects

- Social Studies addresses human-wildlife conflict.
- English and Arabic cover conversational skills.



Assessment Rubrics				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify conversational errors from a conversation and correct them.	Exhaustively identifies all conversational errors from a conversation and corrects them.	Identifies conversational errors from a conversation and corrects them.	Identifies conversational errors to some extent and partly corrects them.	Scantly identifies conversational errors from a conversation and does not correct them.
Ability to apply conversational skills in a role play on human-wildlife conflict	Explicitly applies conversational skills in a role play on human-wildlife conflict.	Applies conversational skills in a role play on human-wildlife conflict	Applies conversational skills in a role play on human-wildlife conflict, with inconsistencies.	Struggles to apply conversational skills in a role play on human-wildlife conflict, even with prompting



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.2 Environmental Conservation	3.2.1 Reading for information (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> answer questions on preservation of water catchment areas from a reading text, outline the advantages of preservation of water catchment areas from a text, create a personal collection of vocabulary related to preservation of water catchment areas, identify and use adjectives from passages related to preservation of water catchment areas, embrace reading as a source of acquiring information. 	The learner is guided to: <ul style="list-style-type: none"> read a passage related to preservation of water catchment areas and answer questions, outline to each other the advantages of preservation of water catchment areas in pairs, engage in group activities to practise using appropriate digital devices to read, record and listen to a story related to preservation of water catchment areas, identify adjectives from the texts read and use the identified adjectives to construct sentences related to preservation of water catchment areas. 	<ol style="list-style-type: none"> How do we read for information? Why is it important to take care of water catchment areas?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy will be enhanced as learners apply effective communication skills to outline to each other the advantages of preserving water catchment areas. 				



- Digital literacy will be developed as learners connect to and use the internet appropriately to listen to a story related to preservation of water catchment areas.

Values:

- Responsibility will be enhanced as learners use the internet responsibly to record and listen to a story related to preservation of water catchment areas.
- Respect is nurtured as learners outline to each other the advantages of preservation of water catchment areas.

Pertinent and Contemporary Issues (PCIs):

- Creative thinking is acquired as learners use identified adjectives to construct sentences related to preservation of water catchment areas.
- Leadership and problem-solving skills will be inculcated as learners work in groups to read, record and listen to a story related to preservation of water catchment areas.
- Social cohesion is enhanced as learners work in groups to read, record and listen to a story related to preservation of water catchment areas.

Link to other subjects:

- Computer science covers internet use.
- French and German address comprehension skills.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to answer questions from texts related to preservation of water catchment areas.	Comprehensively answers questions from texts related to preservation of water catchment areas.	Answers questions from texts related to preservation of water catchment areas.	Partly answers questions from texts related to preservation of water catchment areas.	Scantly answers questions from texts related to preservation of water catchment areas
Ability to outline advantages of preserving water catchment areas from texts.	Exhaustively outlines the advantages of preservation of water catchment areas from texts.	Outlines the advantages of preservation of water catchment areas from texts.	Partially outlines the advantages of preservation of water catchment areas, from texts.	Partly outlines the advantages of preservation of water catchment areas from texts, even with prompting.
Ability to create a personal collection of vocabulary related to preservation of water catchment areas.	Systematically creates a personal collection of vocabulary related to preservation of water catchment areas	Creates a personal collection of vocabulary related to preservation of water catchment areas	Creates a personal collection of vocabulary related to preservation of water catchment areas, to some extent.	Requires assistance to create a personal collection of vocabulary related to preservation of water catchment areas.
Ability to identify and use adjectives from passages related to preservation of water catchment areas.	Exhaustively and competently identifies and uses adjectives from passages related to preservation of water catchment areas.	Identifies and uses adjectives from passages related to preservation of water catchment areas.	Partially identifies and uses adjectives from passages related to preservation of water catchment areas with minor areas.	Identifies adjectives from passages related to preservation of water catchment areas with constraints.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.3 Language Structure	3.3.1 Word classes - Adjectives (2 lessons)	By the end of the sub strand, the learner should be able to: a) differentiate interrogative adjectives from other types of adjectives, b) construct sentences on environmental conservation using interrogative adjectives, c) acknowledge the role of interrogative adjectives in asking questions.	The learner is guided to: • use flash cards to sort interrogative adjectives from other types of adjectives, in groups, • identify interrogative adjectives from sentences on environmental conservation in pairs, • construct sentences on environmental conservation using interrogative adjectives, • construct questions using interrogative adjectives.	1. How do we use interrogative adjectives? 2. Why is it important to conserve the environment?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn is achieved as learners construct sentences on environmental conservation using interrogative adjectives. • Communication and collaboration will be enhanced as learners work collaboratively in groups to use flash cards to sort interrogative adjectives from other types of adjectives. • Critical thinking and problem solving is acquired as learners construct sentences on environmental conservation using interrogative adjectives. • Citizenship is developed through application of social and civic skills as learners construct sentences on environmental conservation using interrogative adjectives. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is enhanced as learners use flash cards to sort interrogative adjectives from other types of adjectives in groups. • Responsibility is developed as learner’s construct sentences on environmental conservation using interrogative adjectives. 				



Pertinent and Contemporary Issues (PCIs):

- Effective communication is enhanced as learners to use flash cards to sort interrogative adjectives from other types of adjectives, in groups.
- Critical thinking is achieved as learner's construct sentences on environmental conservation using interrogative adjectives.
- Social cohesion is enhanced as learners use flash cards to sort interrogative adjectives from other types of adjectives in groups.

Link to other subjects:

- French and Kiswahili cover use of adjectives.
- Integrated science addresses environmental conservation.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to differentiate interrogative adjectives from other types of adjectives.	Explicitly differentiates interrogative adjectives from other types of adjectives.	Differentiates interrogative adjectives from other types of adjectives.	Partly differentiate interrogative adjectives from other types of adjectives.	Differentiates interrogative adjectives from other types of adjectives., only with prompting
Ability to construct sentences on environmental conservation using interrogative adjectives.	Elaborately constructs sentences on environmental conservation using interrogative adjectives.	Constructs sentences on environmental conservation using interrogative adjectives.	Constructs sentences on environmental conservation using interrogative adjectives, with minimal errors.	Struggles to construct sentences on environmental conservation using interrogative adjectives, even with assistance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.4 Writing	3.4.1 Imaginative and creative writing (3 lessons)	By the end of the sub strand the learner should be able to: a) identify the features of a poem, b) compose simple poems on the usefulness of trees in the environment, c) advocate for use of poetry in discussing pertinent issues.	The learner is guided to: <ul style="list-style-type: none"> • watch a presentation on or read a simple concrete poem in the shape of a tree and explain the main message from the poem, • outline aspects of poetry such as persona, stanza and line, • identify aspects of style such as repetition, rhyme, imagery, symbolism and personification, • work in small groups to create a simple poem about the usefulness of trees in the environment, • engage in group work to examine the unique language of poetry and compare it with ordinary language. 	<ol style="list-style-type: none"> 1. How do we write poems? 2. How do humans destroy the environment?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration will be enhanced as learners engage in group work to examine the unique language of poetry and compare it with ordinary language. • Creativity and imagination will be developed as learners work in small groups to create a simple poem about a tree. • Critical thinking and problem olving will be achieved as learners identify aspects of style such as repetition, rhyme, imagery, symbolism and personification and apply them in writing their own short poems. 				



Values

- Unity will be enhanced as learners discuss in groups and show respect for each other's opinion.

Pertinent and Contemporary Issues (PCIs):

- Effective communication will be achieved as learners engage in group work to examine the unique language of poetry and compare it with ordinary language.
- Creative thinking will be acquired as learners work in small groups to create a simple poem about a tree.
- Critical thinking will be realised as learners identify aspects of style such as repetition, rhyme, imagery, symbolism and personification and apply them when writing their own short poems.
- Environmental education will be instilled as learners compose simple poems on the usefulness of trees in the environment.

Link to other subjects

- Integrated Science covers importance of trees.
- French and Arabic addresses creative and imaginative composition.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the features of a poem.	Provides an extensive explanation of the features of a poem.	Explains the features of a poem.	Explains the features of a poem with inconsistencies.	Has difficulty explaining the features of a poem, even with assistance.
Ability to write a simple poem on the usefulness of trees in the environment.	Comprehensively writes a simple poem on the usefulness of trees in the environment.	Writes a simple poem on the usefulness of trees in the environment.	Writes a simple poem on the usefulness of trees in the environment with minimal prompting.	Writes bits of a simple poem on the usefulness of trees in the environment with much prompting.



4.0 THEME: SAFETY AND SECURITY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.1 Listening and Speaking	4.1.1 Listening for information (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify the non-verbal cues that enhance understanding, present a short talk on first aid using appropriate non-verbal cues, recognise the value of non-verbal cues in enhancing communication. 	The learner is guided to: <ul style="list-style-type: none"> listen to an audio clip on stories on first aid at school, respond to questions from the stories on first aid at school, work in pairs to outline to each other how to maintain safety in the school, listen to the teacher read through a story on first aid at school, and identify the non-verbal cues used to enhance understanding of the story, engage in group activities to discuss the steps to take to offer appropriate first aid in case of an accident, present to class points on the steps to take in order to offer appropriate first aid in case of an accident as they model the teacher’s use of nonverbal cues, record and listen to a story on proper administration of first aid in school, 	<ol style="list-style-type: none"> How do non-verbal cues enhance understanding? Why is it important to follow the appropriate steps of first aid in case of an accident at school?



			<ul style="list-style-type: none"> peer review the recorded work on proper administration of first aid in school. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication will be enhanced as learners listen, use open questions and respond to questions from the stories on first aid at school. Collaboration will be acquired as learner’s peer review the recorded work on proper administration of first aid in school and recognise the value of other people’s ideas. Critical thinking and problem solving will be achieved through open-mindedness and creativity as learners discuss and present to class the points on the steps to take in order to offer appropriate first aid in case of an accident. 				
<p>Values:</p> <ul style="list-style-type: none"> Unity is enhanced as learner’s record and listen to a story on proper administration of first aid in school. Care and compassion for others will be realised as learner’s peer review the recorded work on proper administration of first aid in school. Responsibility will be inculcated as learners use digital devices to record and listen to a story on proper administration of first aid in school. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Effective communication will be enhanced as learners listen and respond to questions from the stories on first aid at school. Critical thinking will be achieved through open-mindedness and creativity as learners discuss and present to the class points on the steps to take to offer appropriate first aid in case of an accident. Active social skills will be inculcated as learners work in groups to discuss the steps to take in order to offer appropriate first aid in case of an accident. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> Internet use is handled in Computer Science. 				



- Listening skills are covered in Kiswahili and English.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify non-verbal cues that enhance understanding.	Exhaustively identifies non-verbal cues that enhance understanding.	Identifies non-verbal cues that enhance understanding.	Identifies non-verbal cues that enhance understanding, with inconsistency.	Requires assistance to identify non-verbal cues that enhance understanding.
Ability to present a short talk on first aid at school using appropriate non-verbal cues.	Elaborately presents a short talk on first aid at school using appropriate non-verbal cues.	Presents a short talk on first aid at school using appropriate non-verbal cues.	Presents a short talk on first aid at school using a limited number of appropriate non-verbal cues.	Struggles to present a short talk on first aid at school and does not use non-verbal cues, even with assistance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.2 Reading	4.2.1 Reading for comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) answer questions from texts on security in public places, b) create a collection of vocabulary related to security in public places, c) construct sentences using vocabulary related to security in public places, d) appreciate the role of reading comprehension in acquisition of information.	Learners to: <ul style="list-style-type: none"> • read a text on security in public places and respond to questions set on it, • surf the internet for a text on security in public places, read it and use digital devices to record each other as they read, • create a collection of learnt vocabulary related to security in public places, • write sentences using learnt vocabulary related to security in public places. 	<ol style="list-style-type: none"> 1. What entails security in public places? 2. How can we read for comprehension?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship will be inculcated as learners read and respond to questions from a text on security in public places. • Self-efficacy and effective communication skills are developed as learners use digital devices to record each other as they read texts on security in public places. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is inculcated as learners apply safety measures when they surf the internet and learn about security in public places. 				



Pertinent and Contemporary Issues (PCIs):

- Critical thinking is achieved as learner’s construct sentences using learnt vocabulary related to security in public places.
- Safety and security education is acquired as learners use digital devices to record each other as they read about security in public places.
- Social cohesion and **civic skills** are developed as learners read a text on security in public places.

Link to other subjects:

- French and Kiswahili address communication skills.
- Computer Science covers use of digital devices and surfing the internet.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to answer questions from texts on security in public places.	Exhaustively answers questions from texts on security in public places.	Answers questions from texts on security in public places.	Partially answers questions from texts on security in public places.	Gives fragmented answers to questions from texts on security in public places.
Ability to create a collection of vocabulary related to security in public places.	Systematically creates a collection of vocabulary related to security in public places.	Creates a collection of vocabulary related to security in public places.	Creates an incomplete collection of vocabulary related to security in public places.	Struggles to create a collection of vocabulary related to security in public places, even with assistance.
Ability to construct sentences using vocabulary related to security in public places.	Explicitly constructs sentences using vocabulary related to security in public places.	Constructs sentences using vocabulary related to security in public places.	Constructs sentences using vocabulary related to security in public places, to some extent.	Constructs incomplete sentences using vocabulary related to security in public places, even with prompting.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.3 Language Structure	4.3.1 Inflection in verbs (tenses) (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explain the use of inflection of verbs to show tenses, write sentences on safety and security applying different inflected tenses, adopt the use of inflection of verbs to show tenses. 	The learner is guided to: <ul style="list-style-type: none"> read a variety of texts on safety and security and identify the inflected verbs used, indicate in which tense the verbs are in, work in pairs to identify the common ways different verbs are inflected to show tense, in groups, write different verbs and inflect them for different tenses using the rules discussed, take turns to share examples of inflection of verbs from a text on safety and security, write sentences on safety and security applying different tenses, fill in gaps on given texts on safety and security with appropriate tenses. 	<ol style="list-style-type: none"> How do you identify tense in sentences? Why is knowledge on safety and security in public places important?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Critical thinking and problem solving is enhanced as learners interpret, infer and take turns in sharing examples of inflection of verbs from a text on safety and security. 				



- Self- efficacy is acquired as learners develop personal skills by using different verbs and inflecting them for different tenses using the rules discussed.
- Learning to learn is achieved as learners organise own learning to fill in gaps in given texts on safety and security with appropriate tenses.

Values:

- Responsibility is enhanced as learner’s take turns to share examples of inflection of verbs from a text on safety and security.
- Unity is achieved as learners write different verbs and inflect them for different tenses using the rules discussed.

Pertinent and Contemporary Issues (PCIs):

- Effective communication is achieved as learners use different verbs and inflect them for different tenses using the rules discussed.
- Ethnic and racial relations will be enhanced as learners skim through a text on indigenous knowledge to identify sentences in direct speech.

Link to other subjects:

- English and French address inflection of verbs and use of tenses.
- Social Studies covers safety and security in public places.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the use of inflection of verbs to show tenses.	Provides an elaborate explanation of the use of inflection of verbs to show tenses.	Explains the use of inflection of verbs to show tenses.	Explains the use of inflection of verbs to show tenses to some extent.	Has difficulty explaining the use of inflection of verbs to show tenses, even with assistance.
Ability to write sentences on safety and security in different tenses.	Elaborately writes sentences on safety and security in different tenses.	Writes sentences on safety and security in different tenses.	Writes sentences on safety and security in different tenses but with inconsistencies.	Writes sentences on safety and security, with lots of prompting but does not use different tenses.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.4 Writing	4.4.1 Writing to give information (3 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) write a composition on the process of administering first aid, b) write a summary on the process of administering first aid, c) advocate for summary writing as a means of creating awareness on the process administering first aid. 	The learner is guided to: <ul style="list-style-type: none"> • watch a short fictional clip on the process of administering first aid and discuss what happens in the fictional clip, in groups, • write down the main points of the process of administering first aid as depicted in the clip, in pairs, • work in pairs to write a composition on the process of administering first aid, • present the composition to the whole class for peer review, • write a summary of the process of administering first aid using the notes made, • peer review the summary of at least one other group on the process of administering first aid, • surf from the internet or find from publications a text on the process of administering first aid and read it, 	<ol style="list-style-type: none"> 1. How do you write a summary? 2. Why is it important to administer first aid?



			<ul style="list-style-type: none"> • write a summary of the text read in small groups. 	
<p>Core Competencies to be Developed</p> <ul style="list-style-type: none"> • Communication is achieved as learners write a summary of the text read on the process of administering first aid clearly and correctly. • Collaboration will be realised through teamwork and sharing ideas as learner’s peer review the work of at least one other group. • Learning to learn will be achieved as learners apply research skills, surf the internet and find texts on the process of administering first aid. • Creativity and imagination will be developed as learners write a summary of the process of administering first aid using the notes made through making connections. 				
<p>Values</p> <ul style="list-style-type: none"> • Responsibility is nurtured as learners find a text from the internet or publications on the process of administering first aid. • Unity is achieved as learners present their compositions to the class on the process of administering first aid. • Care and compassion for others is achieved as learners learn the process of administering first aid. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication is developed as learners peer review the summary of at least one other group on the process administering first aid. • Creative thinking is developed through making connections as learners write a summary of the process of administering first aid using the notes made. • Active social skills will be instilled as learners learn the process of administering first aid. 				
<p>Link to other subjects</p> <ul style="list-style-type: none"> • German and Kiswahili cover writing. • Home Science and Social studies addresses the process of administering first aid. 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write a composition on the process of administering first aid in a logical sequence.	Exhaustively writes a composition on the process of administering first aid in a logical sequence.	Writes a composition on the process of administering first aid in a logical sequence.	Writes a composition on the process of administering first aid with inconsistencies.	Writes an incomplete composition on the process of administering first aid, with prompting.
Ability to write a summary on the process of administering first aid.	Systematically writes a summary on the process of administering first aid.	Writes a summary on the process of administering first aid.	Partially writes a summary on the process of administering first aid.	Scantly writes a summary on the process of administering first aid.



5.0 THEME: CULTURE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.1 Listening and Speaking	5.1.1 Listening for pleasure (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the proverbs and wise sayings used in oral presentations, b) tell a short story using proverbs and wise sayings, c) embrace the use of proverbs and wise sayings to enhance communication.	The learner is guided to: <ul style="list-style-type: none">• listen to an audio clip of an oral presentation with proverbs and sayings expressing cultural information,• work in groups to identify and list down the proverbs and wise sayings used in the audio clip, in groups,• source and read stories featuring proverbs and wise sayings from the internet or print sources,• engage in group work to identify the proverbs and wise sayings used in the texts read,• discuss the meanings of proverbs and wise sayings from the context of oral texts,• work in pairs to construct sentences using the proverbs listed and present them to the rest of the class,• play a language game on proverbs and wise sayings.	<ol style="list-style-type: none">1. How do we listen for pleasure?2. Why is it important to pass culture from one generation to another?



Core competencies to be developed:

- Digital literacy is achieved as learners behave safely and ethically while using the internet space and manipulating the digital devices to surf the net for stories with proverbs and wise sayings.
- Communication is achieved as learners listen critically to find proverbs, construct sentences and present them to the class.
- Collaboration is enhanced as learners recognise the value of other people’s ideas while playing a ‘proverbs and wise sayings’ game.
- Creativity and imagination will be realised as learners experiment with ideas as they construct sentences using the proverbs listed and present them to class.

Values:

- Unity is nurtured as learners play a game on proverbs and wise sayings.
- Responsibility is enhanced as learners surf the net for stories with proverbs and wise sayings.

Pertinent and Contemporary Issues (PCIs):

- Effective communication is achieved as learners discuss in groups and make presentations in class.
- Creative thinking is developed as learners construct sentences using the proverbs listed and present them to the class.
- Active social skills will be developed as learners work in groups to play a game on proverbs and wise sayings.

Links to other subjects:

- Computer science covers internet use.
- English and Kiswahili address listening skills.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the use of proverbs and wise sayings in oral presentations.	Explicitly identifies the use of proverbs and wise sayings in oral presentations.	Identifies the use of proverbs and wise sayings in oral presentations.	Partly identifies the use of proverbs and wise saying in oral presentations.	Identifies the use of some proverbs and wise sayings in oral presentations, only with prompting.
Ability to tell a short story using proverbs and wise sayings.	Comprehensively tells a short story using proverbs and wise sayings.	Tells a short story using proverbs and wise sayings.	Tells a short story using proverbs and wise sayings to some extent.	Requires assistance to tell a short story using proverbs and wise sayings.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.2 Reading	5.2.1 Reading for information (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify different rites of passage from the texts on rites of passage, b) answer comprehension questions from the text on rites of passage, c) explain the meaning of words related to rites of passage as used in the texts, d) acknowledge the role of reading in acquisition of information.	Learner is guided to: <ul style="list-style-type: none"> • take turns to read, in pairs, different texts addressing rites of passage, • engage in group work to read aloud as they record each other using digital devices, • surf the internet or read books with content on different rites of passage from different communities, • outline to each other different rites of passage from the texts on rites of passage, in pairs • answer questions based on the texts read, • identify vocabulary related to rites of passage, • check the meaning of identified vocabulary from a dictionary or internet. 	<ol style="list-style-type: none"> 1. Why do we celebrate rites of passage? 2. How do we ensure we get as much information as possible as we read texts?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as learner’s surf the internet for content on different rites of passage from different communities. • Communication and collaboration will be realised through clarity of communication as learners read aloud while recording each other using digital devices. 				



- **Learning to learn** is achieved as learners work collaboratively with others while outlining to each other different rites of passage from the texts on rites of passage.

Values:

- Unity is enhanced as learners outline to each other different rites of passage from the texts on rites of passage and read aloud as they record each other using digital devices.

Pertinent and Contemporary Issues (PCIs):

- Ethnic and racial relations will be enhanced as learner's surf the internet or read books with content on different rites of passage from different communities.
- Active social skills will be realised as learner's surf the internet or read books with content on different rites of passage from different communities.
- Human sexuality will be learnt as learners read different texts with content on rites of passage.

Link to other subjects:

- English and German cover reading for information.
- Computer Studies addresses use of digital devices to record and surf.
- Social Studies covers topics related to rites of passage.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify different rites of passage from the texts on rites of passage.	Explicitly identifies different rites of passage from the texts on rites of passage.	Identifies different rites of passage from the texts on rites of passage.	Partially identifies different rites of passage from texts, with minimal assistance.	Identifies different rites of passage from texts, with constant assistance.
Ability to answer inferential questions from texts on rites of passage.	Comprehensively answers inferential questions from texts on rites of passage.	Answers inferential questions from texts on rites of passage.	Answers inferential questions from texts on rites of passage, to some extent.	Scantly answers inferential questions, from texts on rites of passage.
Ability to explain the meaning of words related to rites of passage as used in texts.	Exhaustively explains the meaning of words related to rites of passage as used in texts.	Explains the meaning of words related to rites of passage as used in texts.	Gives incorrect meaning of most words related to rites of passage as used in texts.	Struggles to explain the meaning of words related to rites of passage even with prompting.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.3 Language Structure	5.3.1 Interjections (2 lessons)	By the end of the sub strand, the learner should be able to: a) pick out interjections from texts on culture, b) construct sentences on culture using interjections, c) acknowledge role of interjections in effective communication.	The learner is guided to: <ul style="list-style-type: none"> • engage in group work to identify interjections from a text on culture, • work in groups to use flash cards to sort interjections then construct sentences on culture, • work in pairs to identify interjections from sentences on culture, • construct sentences on culture using interjections, • participate in a language game to respond to situations that require using interjections, • fill in blank spaces in a text on culture using interjections, • participate in a dialogue that requires use of interjections. 	<ol style="list-style-type: none"> 1. How do we use interjections in sentences? 2. Why is it important to learn about culture?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is enhanced through active listening and communication skills as the learner participates in a language game to respond to situations that require using interjections. • Learning to learn is developed as learners work collaboratively in groups, using flash cards to sort interjections and construct sentences. • Citizenship is achieved as the learner practises the use of interjections in speech and constructs sentences on culture using interjections. 				



Values:

- Unity is enhanced as learners work in groups to identify interjections from a text on culture.
- Responsibility is instilled as learners participate in a dialogue that requires use of interjections.

Pertinent and Contemporary Issues (PCIs):

- Critical thinking is developed as learners participate in a dialogue that requires use of interjections.
- Social cohesion and civic skills are achieved as learners practise use of interjections in speech and construct sentences on culture using interjections.

Link to other subjects:

- French and Kiswahili cover the use of interjections.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to pick out interjections from texts on culture.	Systematically picks out interjections from texts on culture.	Picks out interjections from texts on culture.	Picks out interjections from texts on culture, with inconsistencies.	Requires assistance to pick out interjections from texts on culture with assistance.
Ability to construct sentences on culture using interjections.	Elaborately constructs sentences on culture using interjections.	Constructs sentences on culture using interjections.	Partially constructs sentences on culture using interjections.	Partially constructs sentences on culture but uses interjections, only with prompts.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.4 Writing	5.4.1 Creative writing (3 lessons)	By the end of the sub strand the learner should be able to: a) identify features of a poem from poems on culture, b) write a simple poem on the usefulness of culture, c) Advocate for the use of poetry in promotion of culture.	The learner is guided to: <ul style="list-style-type: none"> • watch a presentation of a simple poem about culture and identify the features of a poem, • source for poems from online sources or books and assess how to bring out the main message, • identify aspects of poetry such as stanza and line, • identify aspects of style such as repetition, rhyme, imagery, symbolism and personification from given poems, • engage in group work to create a simple poem about culture, • work in pairs to write and present the simple poem to the class, • examine the unique language of poetry and compare it with ordinary language. 	<ol style="list-style-type: none"> 1. How do we write poems? 2. Why is it important to acquire information about our culture?
<p>Core Competencies to be Developed</p> <ul style="list-style-type: none"> • Communication and collaboration will be enhanced as learners work in pairs and groups to write poems applying aspects of style learnt in poems read previously. 				



- Creativity and imagination will be achieved as learners write the poems on culture applying aspects of style learnt in poems read previously.
- Critical thinking and problem solving is developed as learners write their own poems and identify aspects of style from the poems.

Values

- Unity will be achieved as learners work in groups to create a simple poem about culture.
- Responsibility is developed as learners engage in writing tasks to completion.

Pertinent and Contemporary Issues (PCIs):

- Effective communication is achieved as learners discuss in groups and present their poems in class.
- Creative thinking is enhanced as learners come up with poems on culture.
- Social cohesion is achieved as learners work in groups to write their own poems and identify aspects of style from the poems.

Link to other subjects

- Life Skills Education addresses culture.
- English and German address creative and imaginative composition.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify features of a poem from poems on culture.	Explicitly identifies features of a poem from poems on culture.	Identifies features of a poem from poems on culture.	Partially identifies features of a poem from poems on culture.	Identifies features of a poem from poems on culture only with prompts.
Ability to write a simple poem on the usefulness of culture.	Exhaustively writes a simple poem on the usefulness of culture.	Writes a simple poem on the usefulness of culture.	Writes a simple poem on the usefulness of culture to some extent.	Requires assistance to write a simple poem on the usefulness of culture.



6.0 THEME: INDIGENOUS TRADE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.1 Listening and Speaking	6.1.1 Self-expression (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> outline the factors influencing consumer purchase in logical sequence, apply audience awareness in presenting a short talk on consumer purchase, observe the skills of turn-taking and interrupting politely in a dialogue, embrace the proper use of turn-taking and interrupting politely in conversation. 	The learner is guided to: <ul style="list-style-type: none"> listen to recorded clips on factors influencing consumer purchase and practise sequencing ideas logically, identify the characteristics of a dialogue from a talk by a guest speaker on factors influencing consumer purchase, prepare and present a short talk in class on consumer purchase taking into consideration the audience, work in pairs to surf the internet for a dialogue on factors influencing consumer purchase and read it in class, practise then record a conversation on trade featuring the skills of turn-taking and interrupting politely in groups, play the recorded dialogue in class for peer review, 	<ol style="list-style-type: none"> How do we apply audience awareness in public speaking? Why is it important to take turns and interrupt politely in dialogues?



			<ul style="list-style-type: none"> • present a dialogue observing turn-taking and interrupting politely. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is developed as learners behave safely and ethically in the internet space when surfing the internet for a dialogue on trade. • Communication is achieved as learners speak engagingly when presenting a dialogue while observing the skills of turn-taking and interrupting politely. • Collaboration is enhanced through recognising the value of other people’s ideas as learner’s record and listen to a dialogue on trade while observing the skills of turn-taking and interrupting politely. • Creativity and imagination will be enhanced as learner’s experiment with ideas and present a dialogue observing the skills of turn-taking and interrupting politely. • Citizenship is enhanced as learners work in groups to record and listen to a dialogue on consumer purchase observing the skills of turn-taking and interrupting politely. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is developed as learner’s record and listen to a dialogue on trade observing the skills of turn-taking and interrupting politely. • Responsibility is acquired as learners play the recorded dialogue in class for peer review. • Respect is developed as learners present a dialogue observing the skills of turn-taking and interrupting politely. • Care and compassion for others is enhanced as learner’s record and listen to a dialogue on trade observing the skills of turn-taking and interrupting politely. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Creative thinking is realised as learners present a dialogue observing the skills of turn-taking and interrupting politely. • Active social skills will be acquired as learners work in groups to record and listen to a dialogue on consumer purchase observing the skills of turn-taking and interrupting politely. 				



Link to other subjects:

- Computer Science covers internet use.
- Kiswahili and French cover listening and speaking.
- Business Studies addresses the topic of trade.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to outline the factors influencing consumer purchase in logical sequence.	Exhaustively outlines the factors influencing consumer purchase in logical sequence.	Outlines the factors influencing consumer purchase in logical sequence.	Partly outlines the factors influencing consumer purchase in logical sequence.	Gives an unclear explanation on the factors influencing consumer purchase.
Apply audience awareness in presenting a short talk on consumer purchase.	Competently applies audience awareness in presenting a short talk on consumer purchase.	Applies audience awareness in presenting a short talk on consumer purchase.	Applies audience awareness in presenting a short talk on consumer purchase with a few lapses	Apply audience awareness in presenting a short talk on consumer purchase with many lapses.
Ability to observe the skills of turn-taking and interrupting politely in a dialogue.	Explicitly observes the skills of turn-taking and interrupting politely in a dialogue.	Observes the skills of turn-taking and interrupting politely in a dialogue.	Observes the skills of turn-taking and interrupting politely in a dialogue with inconsistencies.	Struggles to observe the skills of turn-taking and interrupting politely in a dialogue.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Outcomes	Key Inquiry Questions
6.1 Listening and Speaking	6.1.2 Oral presentations (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify and apply the characteristics of a good oral presentation in speech,</p> <p>b) present an impromptu speech on the importance of stewardship of natural and man-made resources,</p> <p>c) advocate for application of good oral presentation skills in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • work in pairs to outline the characteristics of a good speech, • listen to an audio clip to identify and practise applying the characteristics of a good oral presentation in a speech, • listen to a speech on factors influencing consumer purchase, • engage in group activities to surf the internet for texts about factors that influence consumer purchase and prepare short speeches, • outline to each other the factors that influence consumer purchase in impromptu speeches, in pairs, • identify the qualities of a good impromptu speech and present to class for peer review, in small groups • present an impromptu speech, on the importance of conserving and stewardship of natural resources 	<ol style="list-style-type: none"> 1. How do we apply the characteristics of a good oral presentation in speeches? 2. Why is stewardship important when handling natural resources?



			and man-made resources observing good presentation skills.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is enhanced as learners speak adaptively when presenting impromptu speeches on conservation and stewardship of natural and man-made resources observing good presentation skills. • Collaboration is acquired through improving teams as learners, in pairs, outline to each other the advantages and disadvantages of good presentation skills in impromptu speeches. • Learning to learn is developed as learners share learnt knowledge through outlining the characteristics of a good speech. • Social and civic skills are acquired as learners surf the internet for speeches on conserving and stewardship of natural resources and man-made resources. 				
<p>Values:</p> <ul style="list-style-type: none"> • Care and compassion for others is acquired as learners outline to each other the advantages and disadvantages of good presentation skills in impromptu speeches. • Respect is instilled as learners identify the qualities of a good impromptu speech and present it in class for peer review. • Unity is developed as the learners surf the internet for speeches on conserving and stewardship of natural resources and man-made resources. • Responsibility is enhanced as learners present an impromptu speech on conservation and stewardship of natural resources and man-made resources observing good presentation skills. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Effective communication is achieved as learners outline to each other the advantages and disadvantages of good oral presentation skills in impromptu speeches. • Creative thinking is developed as learners identify the qualities of a good oral presentation in impromptu speeches. • Active social skills will be enhanced as learners work in groups to identify the qualities of a good oral presentation in impromptu speeches and present it in class for peer review. 				



Link to other subjects:

- Computer Science covers use of the internet.
- Kiswahili and German address presentation skills.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify and apply the characteristics of a good oral presentation in speeches.	Elaborately identifies and applies the characteristics of a good oral presentation in speeches.	Identifies and applies the characteristics of a good oral presentation in speeches.	Partially identifies the characteristics of a good oral presentation in speeches and applies them with assistance.	Requires assistance to identify characteristics of a good oral presentation in speech.
Ability to present an impromptu speech on the importance of stewardship of natural and man-made resources.	Systematically presents an impromptu speech on the importance of stewardship of natural and man-made resources.	Presents an impromptu speech on the importance of stewardship of natural and man-made resources.	Draws incorrect conclusions in an impromptu speech on the importance of stewardship of natural and man-made resources.	Struggles to present an impromptu speech on the importance of stewardship of natural and man-made resources, even with assistance



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.2. Reading	6.2.1 Reading for comprehension (2 lessons)	By the end of the sub strand the learner should be able to: a) identify vocabulary on consumer purchase from texts, b) summarise information on factors influencing consumer purchase from a text, c) respond to questions from an excerpt on consumer purchase in the immediate environment, d) acknowledge the importance of reading texts with comprehension.	The learner is guided to: <ul style="list-style-type: none"> • read an excerpt of a play on factors influencing consumer purchase and write down important points, • engage in group work to discuss the characteristics of a dialogue involving consumer purchase, as addressed in the excerpt, • work in pairs to read and discuss a dialogue on factors influencing consumer purchase and summarise important points, • identify vocabulary related to consumer purchase in the immediate environment, • respond to questions raised by the teacher and from the excerpt regarding consumer purchase in the immediate environment. 	<ol style="list-style-type: none"> 1. How can we enhance comprehension when reading a text? 2. How do we influence consumer purchase?



Core competencies to be developed:

- Critical thinking and problem solving will be instilled as learners apply open-mindedness and creativity when outlining characteristics of a good dialogue.
- Learning to learn will be enhanced through seeking advice, information and support as learners discuss the characteristics of a dialogue on factors that influence consumer purchase.
- Citizenship is developed as learners discuss the characteristics of a dialogue on factors that influence consumer purchase in groups.

Values:

- Unity is nurtured as learners, discuss the characteristics of a dialogue on consumer purchase in groups.
- Responsibility is enhanced as learners respond to questions raised by the teacher and from a text regarding consumer purchase in the immediate environment.

Pertinent and Contemporary Issues (PCIs):

- Critical thinking is developed as learners source for dialogues with information on consumer purchase and outline characteristics of a good dialogue.
- Active social skills will be developed as learners discuss the characteristics of a dialogue on factors that influence consumer purchase as seen in the excerpt in groups.
- Consumer awareness is acquired as learners discuss the issues raised about consumer purchase in the immediate environment.

Link to other subjects

- Business Studies covers consumer purchase.
- French and Kiswahili address writing of dialogues.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify vocabulary related to consumer purchase from texts and creating a personal collection.	Explicitly identifies vocabulary related to consumer purchase and creates a personal collection.	Identifies vocabulary related to consumer purchase in texts and creates a personal collection.	Partially identifies vocabulary related to consumer purchase in texts but hardly creates a personal collection.	Struggles to identify vocabulary and creates a personal collection only with prompts.
Ability to summarise information on factors influencing consumer purchase from a text.	Comprehensively summarises information on factors influencing consumer purchase from a text.	Summarises information on factors influencing consumer purchase from a text.	Summarises information on factors influencing consumer purchase from a text but draws incorrect conclusions.	Writes a sketchy summary of information on factors influencing consumer purchase from a text.
Ability to respond to questions from an excerpt on factors influencing consumer purchase.	Elaborately responds to questions from an excerpt on factors influencing consumer purchase.	Responds to questions from an excerpt on factors influencing consumer purchase.	Partly responds to questions from an excerpt on factors influencing consumer purchase.	Responds to some questions from an excerpt on factors influencing consumer purchase, with much prompting.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.3 Language Structure	6.3.1 Adverbs of time and frequency (2 hours)	By the end of the sub strand the learner should be able to: a) distinguish between adverbs of time and frequency, b) identify and construct sentences using adverbs of time and frequency, c) acknowledge the importance of adverbs of time and frequency in communication.	The learner is guided to: <ul style="list-style-type: none"> • work in pairs to bring out the differences between adverbs of time and frequency, • engage in group work to practise using flashcards to sort adverbs of time and frequency, • identify adverbs of time and frequency from a variety of texts, • construct sentences on consumer purchase using adverbs of time and frequency. 	<ol style="list-style-type: none"> 1. How do we use adverbs to explain time and frequency? 2. Why is it important to understand factors influencing consumer purchase?
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration and creativity and imagination will be instilled through making connections as learners use flash cards to sort adverbs of time and frequency. • Learning to learn will be developed as learners work collaboratively to identify adverbs of time in sentences in pairs. • Critical thinking and problem solving will be enhanced through interpretation and inference as learners work to construct sentences using adverbs of time and frequency in pairs. 				
Values: <ul style="list-style-type: none"> • Responsibility will be nurtured as learners respond to questions on adverbs of time and frequency from the teacher. • Unity will be enhanced as learners work in groups to sort flash cards on adverbs of time and frequency. 				



Pertinent and Contemporary Issues (PCIs):

- Creative thinking will be acquired through making connections as learners use flash cards to sort adverbs of time and frequency.
- Critical thinking will be enhanced through interpretation and inference as learners work in pairs to construct sentences using adverbs of frequency.
- Active social skills will be developed as learners work in pairs to identify adverbs of time and frequency and construct sentences on trade.

Link to other subjects:

English and French cover adverbs of time and frequency.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to distinguish between adverbs of time and frequency.	Systematically distinguishes between adverbs of time and frequency.	Distinguishes between adverbs of time and frequency.	Distinguishes between adverbs of time and frequency to some extent.	Distinguishes between adverbs of time and frequency only with prompts.
Ability to identify and construct sentences using adverbs of time and frequency on consumer purchase.	Confidently identifies adverbs of time and frequency from sentences on consumer purchase.	Identifies adverbs of time and frequency from sentences on consumer purchase.	Partially identifies adverbs of time and frequency from sentences on consumer purchase.	Identifies adverbs of time and frequency from sentences on consumer purchase with assistance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.4 Writing	6.4.1 Writing to give information (2 lessons)	By the end of the sub strand the learner should be able to: a) examine the features of a dialogue for effective writing, b) create a dialogue on factors influencing consumer purchase, c) acknowledge the importance of dialogue writing in communication.	The learner is guided to: <ul style="list-style-type: none"> • work in groups to discuss the features of a dialogue and apply them to write about factors influencing consumer purchase, • watch a pre-recorded clip about the importance of values in influencing consumer purchase, • engage in group work to write a dialogue on factors influencing consumer purchase, • work in pairs to create a dialogue on a business transaction showing how to apply values in influencing consumer purchase, • write down short notes and identify reasons why the dialogue about factors that influence consumer purchase was effective. 	<ol style="list-style-type: none"> 1. What are the key features of a dialogue? 2. Why are values important when influencing consumer purchase?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination will be developed through experimenting with ideas as learners write a dialogue featuring a business transaction and how values are applied in influencing consumer purchase. 				



- Critical thinking and problem solving will be achieved through interpretation and inferencing as learners work in small groups to examine the features of a dialogue and write them down in point form.
- Learning to learn will be acquired through reflecting on own work as learners write down short notes and identify reasons why the dialogue about factors that influence consumer purchase was effective.

Values:

- Unity will be enhanced as learners examine the features of a dialogue in groups.
- Responsibility will be achieved as learners write down short notes and identify reasons why the dialogue on a business transaction was effective.
- Integrity will be instilled as learners engage in honest work without copying from texts.

Pertinent and Contemporary Issues (PCIs):

- Critical thinking will be enhanced as learners examine the features of a dialogue.
- Financial literacy and consumer awareness will be acquired as learners write a dialogue showing a business transaction in small groups.

Link to other subjects

- Business studies covers the topic on trade.
- German and Mandarin address dialogue writing.
- Social Studies covers values.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the features of a dialogue for effective writing	Elaborately examines the features of a dialogue for effective writing and provides varied examples	Examines the features of a dialogue for effective writing	Examines the features of a dialogue for effective writing but omits minor details	Examines the features of a dialogue for effective writing but omits critical details
Ability to create a dialogue on factors influencing consumer purchase.	Comprehensively creates a dialogue on factors influencing consumer purchase.	Creates a dialogue on factors influencing consumer purchase.	Creates a dialogue on factors influencing consumer purchase but omits some of the features.	Creates a dialogue on factors influencing consumer purchase but omits many of the features.



7.0 THEME: CAREERS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Presentation skills (2 lessons)	By the end of the sub strand, the learner should be able to: a) apply public speaking skills through talks and debates, b) participate in discussions and debates on careers, c) organise ideas logically in a debate for effective communication, d) use vocabulary related to careers in debates and talks, e) acknowledge the role of presentation skills in creating awareness on careers.	Learners is guided to: <ul style="list-style-type: none"> • simulate talks on careers and nurturing talents in groups, • participate in an actual debate on the use of technology in nurturing talents and careers, • in pairs, practise public speaking skills and review each other`s work (<i>audience awareness, audibility, non-verbal cues, fluency</i>), • listen to a talk on careers and in pairs, sequence key points in the talk, • watch an audio-visual clip about careers, and list presentation skills in the text. 	<ol style="list-style-type: none"> 1. How do we ensure that the audience follows a presentation? 2. How do we identify careers?

Core Competencies to be Developed:

- Communication is enhanced as learners speak effectively and engagingly as they simulate talks on careers and nurturing talents.



- Collaboration is achieved as learners work in pairs to practise public speaking skills with the aim of influencing teams.
- Critical thinking and problem solving is developed as learners open-mindedly and creatively participate in an actual debate on the use of technology in nurturing talents and careers.
- Self- efficacy is attained as learners practise effective communication skills through public speaking and debates.
- Digital literacy is realised as learners interact with technology when they watch an audio-visual clip about careers.

Values:

- Respect is instilled as learners show respect for others' opinions during debates.
- Responsibility is achieved as learners work in pairs to practise public speaking skills.
- Unity is realised as learners interact with technology when they watch an audio-visual clip about careers.

Pertinent and Contemporary Issues (PCIs):

- Effective communication is achieved as learners work in pairs to practise public speaking skills and review each other's work.
- Active social skills will be developed as learners work towards social cohesion by participating in an actual debate on the use of technology in nurturing talents and careers.

Link to other subjects:

- Life Skills Education addresses careers and talents.
- English and Kiswahili cover presentation skills.
- Physical Education addresses nurturing of talents.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to apply public speaking skills through talks and debates.	Systematically applies a wide range of public speaking skills through talks and debates.	Applies public speaking skills through talks and debates.	Applies public speaking skills through talks and debates, to a large extent.	Apply public speaking skills through talks and debates only with prompts.
Ability to Participate in discussions and debates on careers.	Creatively participates in discussions and debates on careers.	Participates in discussions and debates on careers.	Partially participates in discussions and debates on careers.	Requires assistance to participate in discussions and debates on careers.
Ability to organise ideas logically in a debate.	Explicitly organises ideas logically in a debate.	Organises ideas logically in a debate.	Organises minimal ideas logically in a debate.	Organises most ideas in a debate but illogically.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
7.2 Reading	7.2.1 Reading for information (2 lessons)	By the end of the sub strand, the learner should be able to: a) answer questions from the texts related to different types of careers, b) create a personal collection of vocabulary related to different types of careers, c) use vocabulary related to different types of careers to construct sentences, d) embrace the acquisition of knowledge on different types of careers through reading.	The learner is guided to: <ul style="list-style-type: none"> • silently read a passage related to different types of careers and answer questions, • surf the internet for texts or find publications detailing different careers and read them in groups, • discuss how discovery of personal talents and abilities is important to career choices in groups, • discuss the process of identification and choice of careers in groups, • use appropriate digital devices to read, record and listen to a story related to different types of careers in groups, • identify vocabulary from the texts read and use them to construct sentences related to careers. 	How do we read in order to efficiently find information from texts?



Core Competencies to be Developed:

- Self-efficacy is enhanced as learners use appropriate digital devices to read texts related to different types of careers.
- Digital literacy is achieved as learners surf the internet for texts detailing different careers and reading them.
- Critical thinking and problem solving is realised as learners develop evaluation and decision-making skills when discussing the process of identification and choice of careers.

Values:

- Responsibility is achieved as learners use the internet responsibly to find texts detailing different careers.
- Unity is enhanced as learners outline to each other the different types of careers.

Pertinent and Contemporary Issues (PCIs):

- Creative thinking is realised as learners use identified vocabulary to construct sentences related to different types of careers.
- Self-awareness is attained as learners discuss the process of identification and choice of careers.
- Social cohesion is achieved as learners work use appropriate digital devices to read, record and listen to a story related to different types of careers, in groups.
- Effective communication is achieved as learners outline to each other the different types of careers.

Link to other subjects:

- Computer Science covers the use of the internet.
- French and German addresses reading for information.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to answer questions on the texts related to different types of careers.	Elaborately answers all questions on the texts related to different types of careers.	Answers questions on the texts related to different types of careers.	Partially answers questions on the texts related to different types of careers and uses incomplete sentences.	Struggles to answer questions on the texts related to different types of careers, even with prompts.
Ability to create a personal collection of vocabulary related to different types of careers.	Exhaustively creates a personal collection of vocabulary related to different types of careers.	Creates a personal collection of vocabulary related to different types of careers.	Creates a personal collection of vocabulary related to different types of careers to a great extent.	Creates a negligible personal collection of vocabulary related to different types of careers.
Ability to use vocabulary related to different types of careers to construct sentences.	Comprehensively uses vocabulary related to different types of careers to construct sentences.	Uses vocabulary related to different types of careers to construct sentences.	Uses vocabulary related to different types of careers to construct sentences with minimal errors.	Uses vocabulary related to different types of careers to construct sentences with major errors.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
7.3 Language Structure	7.3.1 Phrases and clauses (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify verb phrases from texts on different types of careers, use adjectival phrases to complete sentences on different types of careers, make a list of prepositional phrases from texts on different types of careers, construct sentences using different types of phrases learnt, acknowledge the use of phrases in sentence construction. 	The learner is guided to: <ul style="list-style-type: none"> silently read a text on different types of careers featuring a variety of phrases, surf the internet for or find in publications texts on different careers in groups, identify the different phrases used in the sentences in the texts read in pairs, use adjectival phrases to complete sentences on different types of careers, make a list of prepositional phrases from texts on different types of careers, play a language game using phrases, construct sentences using the different types of phrases, fill in blank spaces with appropriate phrases. 	How do we construct sentences?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> Learning to learn is enhanced as learners organise their own learning by constructing sentences using different types of phrases. Digital literacy is achieved as learners use technology while surfing the internet for a variety of phrases from texts on different careers. 				



- Creativity and imagination will be developed as learners play a language game and construct sentences using different types of phrases.

Values:

- Responsibility is achieved as learners handle the digital devices to surf the internet for a variety of phrases from texts on different careers.
- Unity is enhanced as learners identify different phrases used in the sentences in the texts read in pairs.

Pertinent and Contemporary Issues (PCIs):

- Effective communication is developed as learners identify different phrases used in the sentences in the texts read.
- Active social skills will be enhanced as learners read a text on different types of careers featuring a variety of phrases.
- Creative thinking is achieved as learners construct sentences using different types of phrases.

Link to other subjects:

- English and Kiswahili cover the use of phrases and clauses.
- Computer Science exposes learners to use of the internet.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify verb phrases from texts on different types of careers.	Exhaustively identifies verb phrases from texts on different types of careers.	Identifies verb phrases from texts on different types of careers.	Partially identifies verb phrases from texts on different types of careers.	Partially identifies verb phrases from texts on different types of careers even with prompting.
Ability to use adjectival phrases to complete	Exceptionally uses adjectival phrases to complete sentences	Uses adjectival phrases to complete sentences on	Uses adjectival phrases to complete sentences on different	Uses adjectival phrases to complete sentences on



sentences on different types of careers.	on different types of careers.	different types of careers.	types of careers to a great extent.	different types of careers to a minimal extent.
Ability to make a list of prepositional phrases from texts on different types of careers.	Explicitly makes a list of prepositional phrases from texts on different types of careers.	Makes a list of prepositional phrases from texts on different types of careers.	Partially makes a list of some prepositional phrases from texts on different types of careers.	Struggles to make a list of prepositional phrases from texts on different types of careers even with assistance.
Ability to construct sentences using different types of phrases learnt.	Meticulously constructs sentences using different types of phrases learnt.	Constructs sentences using different types of phrases learnt.	Constructs sentences with minor errors using different types of phrases learnt.	Constructs grammatically incorrect sentences using different types of phrases learnt even with assistance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
7.4 Writing	7.4.1 Writing to give information (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify descriptive words from a text on careers, b) write an outline of a descriptive composition on personal interests, c) write a composition describing personal interests, d) advocate for use of appropriate descriptive words in communication about careers.	The learner is guided to: <ul style="list-style-type: none"> • read a text on careers and personal interests from the internet or publication and identify descriptive words as used in the text in groups, • make a list of words that can be used to describe personal interests in pairs, • play a language game with descriptive words collected, in groups, • write a short description of your partner’s interests then read it to them, • sort and sequence flashcards with words that can be used to describe interests in groups, • construct sentences using words on the flash cards in groups, • write an outline of a descriptive composition on personal interests, • construct descriptive paragraphs and sequence them into a meaningful descriptive composition based on personal interests in groups, 	<ol style="list-style-type: none"> 1. How do we present information in descriptive writing? 2. Why is it important to identify personal interests when choosing a career?



			<ul style="list-style-type: none"> • write a composition describing your personal interests and present it to the group for peer review. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is developed as learners use reflection skills to sort and sequence flashcards with words that can be used to describe interests then construct sentences. • Self-efficacy is realised as learners use effective communication skills and personal skills to write a description composition. • Learning to learn is achieved as learners work collaboratively in groups to construct paragraphs and sequence them into a meaningful descriptive composition. 				
<p>Values</p> <ul style="list-style-type: none"> • Responsibility is nurtured as learners write and present their composition to the group for peer review. • Unity is achieved as learners work in pairs to make a list of words that can be used to describe personal interests. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Critical thinking is developed as learner’s sort and sequence flashcards with words that can be used to describe interests. • Creative thinking is realised as learner’s construct sentences using words in the flash cards in groups. • Self -awareness is enhanced as learners write a short description of their partner’s interests then read it to them. • Social cohesion is enhanced as learners make a list of words that can be used to describe personal interests and play a language game with descriptive words collected. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Social Studies addresses careers. • English and Kiswahili cover descriptive writing. 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify descriptive words from a text on careers.	Explicitly identifies descriptive words from a text on careers.	Identifies descriptive words from a text on careers.	Partially identifies descriptive words from a text on careers.	Partially identifies descriptive words from a text on careers with assistance.
Ability to write an outline of a descriptive composition on personal interests.	Systematically writes an outline of a descriptive composition on personal interests.	Writes an outline of a descriptive composition on personal interests.	Writes an outline of a descriptive composition on personal interests but some ideas are not arranged in a logical order.	Writes an outline of a descriptive composition on personal interests but most ideas are not arranged in a logical order.
Ability to write a composition describing personal interests.	Creatively writes a cohesive composition describing personal interests while using a range of vocabulary and sentences.	Writes a cohesive composition describing personal interest.	Writes a composition describing personal interests with limited sentence variety and vocabulary	Writes a composition describing personal interests with limited sentence variety and vocabulary even with prompting



8.0 THEME: INDIGENOUS KNOWLEDGE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
8.1 Listening and Speaking	8.1.1 Story telling (3 lessons)	By the end of the sub strand the learner should be able to: a) identify characteristics of an ogre narrative for literary appreciation, b) narrate an ogre tale in class, c) acknowledge the role of ogre tales in passing indigenous knowledge.	The learner is guided to: <ul style="list-style-type: none">• listen to an ogre tale from a resource person or an audio clip, in groups,• discuss content of the ogre tale listened to in groups,• discuss the characteristics of ogre tales based on the tale listened to in groups,• present the characteristics discussed to the class for peer review,• come up with an ogre tale and narrate it to the class.	Why do communities have monster stories?
Core Competencies to be Developed: <ul style="list-style-type: none">• Communication is achieved as learners speak effectively and engagingly when presenting the characteristics of ogre tales to the class for peer review.• Collaboration is enhanced as learners contribute to group decision making as they discuss the characteristics of ogre tales based on the tale listened to.• Creativity and imagination will be enhanced as learners experiment and come up with an ogre tale and tell it to the class.• Self- efficacy is achieved as learners use personal skills to come up with ogre tales and tell them to the class.				



Values:

- Unity is achieved as the learners come up with ogre tales and tell them to the class.
- Responsibility is realised as learners present the characteristics discussed to the class for peer review.

Pertinent and Contemporary Issues (PCIs):

- Effective communication is realised as learners present the characteristics of ogre tales to the rest of the class for peer review.
- Social cohesion is enhanced as learners discuss the characteristics of ogre tales based on the tale listened to.

Link to Other Subjects:

- Kiswahili and English cover story telling as an aspect of listening and speaking.
- Performing Arts addresses narration of stories.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify characteristics of an ogre narrative.	Exhaustively identifies all the characteristics of an ogre narrative and explains them.	Identifies all characteristics of an ogre narrative.	Partially identifies characteristics of an ogre narrative.	Identifies minimal characteristics of an ogre narrative with assistance.
Ability to narrate an ogre tale.	Creatively and fluently narrates an ogre tale while creating the story with variations.	Fluently narrates an ogre tale.	Narrates an ogre tale with minimal hesitation.	Narrates an ogre tale with much hesitation.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
8.2 Reading	8.2.1 Intensive reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) read ogre tales and answer the questions, b) identify the features of ogre stories from the narrative read, c) use vocabulary related to indigenous knowledge from the narrative read to construct sentences, d) embrace the use of ogre tales to pass indigenous knowledge in the society.	The learner is guided to: <ul style="list-style-type: none"> • read ogre tales in groups and answer inferential questions, • identify the features of ogre stories from narratives read in groups, • present the features discussed to the class for peer review, • surf the internet for ogre tales or read ogre narratives from books in pairs, • identify vocabulary related to indigenous knowledge as used in the texts read, • give the meaning of identified vocabulary as used in the texts on indigenous knowledge, • use the vocabulary on indigenous knowledge to construct sentences. 	<ol style="list-style-type: none"> 1. Why is it important to read intensively? 2. How do we differentiate an ogre tale from other tales?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Self-efficacy is achieved as learners use the vocabulary on indigenous knowledge to construct sentences. • Digital literacy is achieved as learners use technology while surfing the internet for ogre tales from different communities. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is enhanced as learners use electronic devices responsibly to surf the internet for ogre tales from different communities. • Unity is instilled as learners work in pairs to read ogre narratives from different communities. 				



Pertinent and Contemporary Issues (PCIs):

- Creative thinking is realised as learners use vocabulary on indigenous knowledge to construct sentences.
- Active social skills will be achieved as learners surf the internet for ogre tales from different communities.

Link to other Subjects:

- Computer science covers the use of the internet.
- Kiswahili and French expose learners to intensive reading.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to read ogre tales and answer the questions.	Comprehensively reads ogre tales and answers the questions.	Reads ogre tales and answers the questions.	Reads ogre tales and answers the questions with minor errors.	Reads parts of an ogre tale and answers questions with major errors.
Ability to identify the features of ogre stories from narratives read.	Exhaustively identifies the features of ogre stories from narratives read.	Identifies the features of ogre stories from narratives read.	Identifies features of ogre stories from narratives with inconsistencies.	Struggles to identify features of ogre stories from narratives read, even with prompting.
Use vocabulary related to indigenous knowledge from the narrative read to construct sentences.	Meticulously uses vocabulary related to indigenous knowledge from the narrative read to construct sentences.	Uses vocabulary related to indigenous knowledge from the narrative read to construct sentences.	Uses vocabulary related to indigenous knowledge from the narrative read to construct sentences with minor errors.	Uses vocabulary related to indigenous knowledge from the narrative read to construct sentences with many errors.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
8.3 Language Structure	8.3.1 Sentences (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) distinguish between sentences in direct and indirect speech using texts on indigenous knowledge, b) identify the change in tense during conversion of sentences from direct to indirect speech, c) construct sentences in direct and indirect speech, d) embrace the use of direct and indirect speech for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • skim through a text on indigenous knowledge and identify sentences in direct speech in pairs, • skim through a text on indigenous knowledge in pairs and identify sentences in indirect speech, • take turns to share examples of direct and indirect speech from a text on indigenous knowledge in pairs, • use flash cards to sort direct and indirect speeches in groups, • engage in a language game to rephrase sentences from direct to indirect speech using a text on indigenous knowledge, • discuss tense changes when sentences are converted from direct to indirect speech and vice versa, • construct sentences in direct and indirect speech in groups. 	<ol style="list-style-type: none"> 1. How do you differentiate direct from indirect speech? 2. Why is indigenous knowledge important?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving will be realised as learners use flash cards to sort direct and indirect speech in texts on indigenous knowledge through interpretation and inference. 				



- Self-efficacy is enhanced as learners take turns to share examples of direct and indirect speech from a text on indigenous knowledge.
- Learning to learn will be achieved as learners organise own learning and construct sentences using direct and indirect speech.

Values:

- Responsibility is instilled as learner's complete tasks as they share examples of direct and indirect speech from a text on indigenous knowledge.
- Unity is instilled as learners engage each other in a language game to rephrase sentences from direct to indirect speech using a text on indigenous knowledge.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion is instilled as learners skim through a text on indigenous knowledge in pairs.
- Effective communication is achieved as learners engage each other in a language game.

Link to other Subjects:

- English and French cover direct and indirect speech.
- Social Studies addresses indigenous knowledge.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to distinguish between sentences in direct and indirect speech from texts on indigenous knowledge.	Elaborately distinguishes between sentences in direct and indirect speech from texts on indigenous knowledge.	Distinguishes between sentences in direct and indirect speech from texts on indigenous knowledge.	Distinguishes between sentences in direct and indirect speech from texts on indigenous knowledge, to a great extent.	Distinguishes between sentences in direct and indirect speech from texts on indigenous knowledge to a minor extent.
Ability to identify the change in tense during conversion of sentences from direct to indirect speech.	Explicitly identifies the change in tense during conversion of sentences from direct to indirect speech.	Identifies the change in tense during conversion of sentences from direct to indirect speech.	Identifies the change in tense during conversion of sentences from direct to indirect speech, with inconsistencies.	Scantly identifies the change in tense during conversion of sentences from direct to indirect speech even with prompting.
Ability to construct sentences in direct and indirect speech.	Creatively and accurately constructs sentences in direct and indirect speech.	Constructs sentences in direct and indirect speech accurately.	Constructs sentences in direct and indirect speech with minimal errors.	Constructs sentences in direct and indirect speech with major errors.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
8.4 Writing	8.4.1 Writing to give information (3 lessons)	By the end of the sub strand the learner should be able to: a) explain the parts of a paragraph, b) write an outline of a story involving ogres, c) write a two-paragraph story involving ogres from the outline made, d) advocate for paragraph writing as a way of recording indigenous knowledge.	The learner is guided to: <ul style="list-style-type: none"> • read an ogre narrative and identify the structure of each paragraph, • discuss the role of each sentence in the paragraph in groups, • write an outline of an ogre story in groups, • use the outline written to write a two-paragraph story involving ogres, • present the paragraph to the class for peer review, • read an ogre story in pairs and identify what makes its paragraphs cohesive and interesting. 	<ol style="list-style-type: none"> 1. How do we write a cohesive paragraph? 2. Why is writing important for indigenous knowledge?
<p>Core Competencies to be Developed</p> <ul style="list-style-type: none"> • Learning to learn is realised through research and organisation of own learning as learners read an ogre story and identify what makes its paragraphs cohesive and interesting. • Communication is enhanced as learners write a paragraph of an ogre story clearly and correctly. • Collaboration will be achieved through teamwork as learners share ideas and present to class the paragraph they have written for peer review. • Creativity and imagination will be enhanced as learners make connections and write a two-paragraph ogre story from outlines made. 				



Values

- Responsibility is realised as learners read an ogre story and identify what makes its paragraphs cohesive and interesting.
- Unity is acquired as learners in groups write an outline of an ogre story.

Pertinent and Contemporary Issues (PCIs):

Effective communication is achieved as learners present the paragraphs they have written to the class for peer review.

Link to Other Subjects

German and Kiswahili address writing to give information.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the parts of a paragraph.	Explicitly explains the parts of a paragraph.	Able to explain the parts of a paragraph	Explains the parts of a paragraph with minimal errors.	Explains the parts of a paragraph with major errors.
Ability to write an outline of a story involving ogres.	Elaborately writes an outline of a story involving ogres	Writes an outline of a story involving ogres.	Writes down points for an outline of a story involving ogres but omits minor details	Writes incomplete points for an outline of a story involving ogres, even with assistance.
Ability to use the outline made to write a two-paragraph story involving ogres.	Creatively uses the outline made to write a two-paragraph story involving ogres.	Uses the outline made to write a two-paragraph story involving ogres.	Uses the outline made to write a two-paragraph story involving ogres with minimal gaps.	Uses the scanty outline made to write a two-paragraph story involving ogres with many gaps.



9.0 THEME: HEALTH AND NUTRITION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.1 LISTENING AND SPEAKING	9.I.I. Presentation skills (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary used in traditional cooking methods, b) Construct sentences related to traditional cooking methods using question tags, c) narrate varied experiences of traditional cooking methods using question tags, d) acknowledge the importance of audience awareness in presentation.	The learner is guided to: <ul style="list-style-type: none"> • listen to clips on pre-recorded traditional cooking methods in groups, • present different traditional cooking methods using question tags in pairs, • view audio visual clips on traditional cooking methods and identify vocabularies used, in small groups, • use question tags to explain traditional cooking methods, • debate on traditional versus modern cooking methods. 	<ol style="list-style-type: none"> 1. How do you attract the attention of your listeners in presentations? 2. How many varieties of traditional food do you know?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Communication is enhanced as learners speak effectively and engagingly in pairs when presenting different traditional cooking methods. • Collaboration is achieved as learners contribute to group decision making through debate on traditional versus modern cooking methods. • Digital literacy is instilled as learners interact with technology while viewing audio visual clips on traditional cooking methods and identify vocabularies in small groups. 				



- Self-efficacy is realised as learners use question tags to explain traditional cooking methods.
- Critical thinking and problem solving is enhanced as learners debate on traditional versus modern cooking methods.

Values:

- Unity is nurtured as learner's view audio visual clips on traditional cooking methods and identify vocabularies used, in small groups.
- Patriotism is instilled as learners present different traditional cooking methods using question tags.

Pertinent and Contemporary Issues (PCIs):

- Active social skills are acquired as learners view audio visual clips on traditional cooking methods and identify vocabularies used, in small groups.
- Critical thinking is developed as learners debate on traditional versus modern cooking methods.

Links to Other Subjects:

- English addresses presentation skills.
- Computer Studies covers the use of digital devices.
- Home Science addresses cooking methods.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify vocabulary used in traditional cooking methods.	Explicitly identifies vocabulary used in traditional cooking methods.	Identifies vocabulary used in traditional cooking methods.	Identifies substantial vocabulary used in traditional cooking methods.	Struggles to identify vocabulary used in traditional cooking methods even with assistance.
Ability to use question tags to explain traditional cooking methods.	Systematically uses question tags to explain traditional cooking methods.	Uses question tags to explain traditional cooking methods.	Partially uses question tags to explain traditional cooking methods.	Partially uses question tags to explain traditional cooking methods even with prompting.
Ability to narrate varied experiences of traditional cooking methods.	Comprehensively and fluently narrates varied experiences of traditional cooking methods.	Narrates varied experiences of traditional cooking methods.	Narrates varied experiences of traditional cooking methods, with inconsistencies.	Scantly narrates minimal experiences of traditional cooking methods.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.2 Reading	9.2.1 Reading for information (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify vocabulary used in traditional cooking methods, b) read and respond to a variety of texts on traditional cooking methods, c) acknowledge the use of vocabulary related to traditional cooking methods.	The learner is guided to: <ul style="list-style-type: none"> • download and read from the internet or texts, stories on traditional cooking methods in pairs, • record each other using a digital device as they read stories on traditional cooking methods in small groups, • outline the importance of traditional cooking methods, • read vocabulary on traditional cooking methods in pairs, • recite poems on traditional cooking methods, • respond to questions on traditional cooking methods. 	<ol style="list-style-type: none"> 1. Which type of traditional foods do you know? 2. How do you read for information?
<p>Core Competencies to be Developed</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as learners interact with technology and use digital devices to record each other and get more information from the internet. • Self-efficacy is developed as learners work in small groups to record each other using a digital device as they read stories on traditional cooking methods. • Learning to learn is achieved as learners work collaboratively to download and read stories on traditional cooking methods. 				



Values:

- Unity is realised as learners record each other using a digital device when reading stories on traditional cooking methods, in groups.
- Patriotism is instilled as learners recite poems on traditional cooking methods.

Pertinent and Contemporary Issues (PCIs):

- Active social skills are instilled as learners record each other using a digital device as they read stories on traditional cooking methods in small groups.

Link to other Subjects:

- Performing Arts covers poems on traditional cooking methods.
- Computer Studies addresses use of digital devices to record and surf the internet.
- Integrated Science covers traditional cooking methods.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify vocabulary used in traditional cooking methods.	Exhaustively identifies vocabulary used in traditional cooking methods.	Identifies vocabulary used in traditional cooking methods.	Partially identifies vocabulary used in traditional cooking methods.	Identifies minimal vocabulary used in traditional cooking methods, with assistance.
Ability to read and respond to a variety of texts on traditional cooking methods.	Comprehensively reads and responds to a variety of texts on traditional cooking methods.	Reads and responds to a variety of texts on traditional cooking methods.	reads and responds to a variety of texts on traditional cooking methods with minor errors.	reads and responds to a variety of texts on traditional cooking methods with major errors.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
9.3 Language Structure	9.3.1 Sentences (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between simple and complex sentences, b) identify simple and complex sentences from a text on health and nutrition, c) construct simple and complex sentences on health and nutrition, d) acknowledge the use of simple and complex sentences in communication.	The learner is guided to: <ul style="list-style-type: none"> • distinguish between simple and complex sentences in pairs, • read a text on health and nutrition in small groups and pick out simple and complex sentences, • make simple and complex sentences on health and nutrition in pairs, • respond to questions on simple and complex sentences on health and nutrition. 	Which types of sentences do you know?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is developed as learners construct simple and complex sentences on health and nutrition. • Learning to learn is acquired as learners share learnt knowledge when distinguishing between simple and complex sentences in pairs. • Self- efficacy is instilled as learners identify simple and complex sentences from a text on health and nutrition. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is enhanced as learners identify simple and complex sentences from a text on health and nutrition in small groups. • Responsibility is realised as learners respond to questions on simple and complex sentences on health and nutrition. 				



Pertinent and Contemporary Issues (PCIs):

- Critical thinking is enhanced as learners identify simple and complex sentences from a text on health and nutrition.
- Health education is acquired as learners construct simple and complex sentences on health and nutrition.

Link to Other Subjects:

- Kiswahili and French cover simple and complex sentences.
- Home Science covers health and nutrition.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to distinguish between simple and complex sentences.	Explicitly distinguishes between simple and complex sentences.	Distinguishes between simple and complex sentences.	Distinguishes between simple and complex sentences with minimal inconsistencies.	Distinguishes between simple and complex sentences with major inconsistencies.
Ability to identify simple and complex sentences from a text on health and nutrition.	Exhaustively identifies simple and complex sentences from a text on health and nutrition.	Identifies simple and complex sentences from a text on health and nutrition.	Partially identifies simple and complex sentences from a text on health and nutrition.	Scantly identifies simple and complex sentences from a text on health and nutrition.
Ability to construct simple and complex sentences on health and nutrition.	Competently constructs simple and complex sentences on health and nutrition.	Constructs simple and complex sentences on health and nutrition.	Constructs simple and complex sentences on health and nutrition with minor errors.	Construct simple and complex sentences on health and nutrition with major errors.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.4 Writing	9.4.1 Social writing (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify features of an e-mail, b) compose and send an e-mail on a favourite indigenous food, c) acknowledge the importance of technology in social communication.	The learner is guided to: <ul style="list-style-type: none"> • surf the internet for sample e-mails, and identify and write down features of an email in pairs. • discuss the parts of an e-mail in groups. • design an e-mail using the correct format, in pairs • Present the designed e-mail in class for peer review. • use a computer to compose and send an email to a classmate on your favourite indigenous food in small groups, • respond to questions on email writing. 	<ol style="list-style-type: none"> 1. How do we communicate to other people using technology? 2. Why do you like indigenous food?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Digital literacy is instilled as learners work in small groups to use a computer to compose and send an email to a friend on their favourite indigenous food. • Self-efficacy is developed as learners compose and send an email to a friend on a favourite indigenous food. • Critical thinking and problem solving will be acquired as learners compose and send an email to a classmate on their favourite indigenous food. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is achieved as learners use a computer to compose and send an email to a classmate on their favourite indigenous food in small groups. • Responsibility is enhanced as learners respond to questions on email writing. 				



Pertinent and Contemporary Issues (PCIs):

- Social cohesion is developed as learners use a computer to compose and send an email to a classmate on their favourite indigenous food.
- Active social skills are acquired as learners in small groups, use a computer to compose and send an email to a classmate on their favourite indigenous food.

Link to other subjects:

- Computer studies covers composing and sending of emails.
- English and French expose learners to writing of emails.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify features of an e-mail.	Explicitly identifies features of an e-mail.	Identifies features of an e-mail.	Partly identifies features of an e-mail.	Scantly identifies features of an e-mail.
Ability to compose and send an e-mail on a favourite indigenous food.	Creatively composes and sends an e-mail on a favourite indigenous food.	Composes and sends an e-mail on a favourite indigenous food.	Composes and sends an e-mail on a favourite indigenous food with minimal incorrect features.	Composes parts of an email message on a favourite indigenous food but is unable to send it.



10.0 THEME: LEISURE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.1 Listening and Speaking	10.1.1 Listening for pleasure (3 lessons)	By the end of the sub strand, the learner should be able to: a) Respond to songs on traditional leisure activities, b) orally answer questions from texts on traditional leisure activities, c) participate in traditional leisure activities through songs and dance, d) value the role of songs and dance as a leisure activity at home.	The learner is guided to: <ul style="list-style-type: none">• discuss how songs and dances are a positive traditional leisure activity in groups,• present points on how songs and dances are a positive traditional leisure activity for peer review in groups,• source from the internet (or from own experiences) for songs and dance from various communities that serve as traditional leisure activities, in pairs,• listen to songs and practise the lyrics of the chorus of the song and dance in groups,• present the song to the rest of the class and record it in pairs,• discuss the lesson learnt from the song and dance presented by other groups.	<ol style="list-style-type: none">1. How do we listen for pleasure?2. Why is it important to have leisure time?



Core Competencies to be Developed:

- Communication is developed as learners use open questions to talk about how songs and dance are positive traditional ways of spending leisure time.
- Collaboration is achieved as learners recognise the value of other people’s ideas as they present their points on how songs and dance are a positive traditional leisure activity for peer review.
- Digital literacy is realised as learners connect to digital technology when sourcing for songs and dances.
- Self-efficacy is instilled as learners present to the rest of the class the chorus of the song practised.

Values:

- Unity is enhanced as learners record the songs practised in pairs.
- Respect is nurtured as learners present their points on how songs and dance are positive traditional ways of spending leisure time.
- Responsibility is acquired as learners source for more songs and dances from the internet.

Pertinent and Contemporary Issues (PCIs):

- Active social skills are enhanced as learners source for more songs and dance as a traditional leisure activity from various communities.
- Social cohesion is nurtured as learners present their points on how songs and dances are a positive traditional leisure activity for peer review.
- Critical thinking is realised as learners discuss the lesson learnt from the songs and dances presented by other groups.

Link to other Subjects:

- English and Kiswahili cover the concept of listening for pleasure.
- Performing Arts covers songs and dances.
- Social Studies addresses leisure activities.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to respond to songs on traditional leisure activities.	Creatively responds to songs on traditional leisure activities.	Responds to songs on traditional leisure activities.	Partially responds to songs on traditional leisure activities.	Responds to countable songs on traditional leisure activities with prompting.
Ability to answer questions from texts on traditional leisure activities.	Exhaustively answers questions from texts on traditional leisure activities.	Answers questions from texts on traditional leisure activities.	Answers questions from texts on traditional leisure activities with minimal errors.	Answers questions from texts on traditional leisure activities with major errors.
Ability to participate in traditional leisure activities through singing and dancing.	Creatively participates in traditional leisure activities through singing and dancing.	Participates in traditional leisure activities through singing and dancing.	Partially participates in traditional leisure activities through singing and dancing.	Participates in traditional leisure activities through singing and dancing only with prompting.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.2 Reading	10.2.1 Reading for pleasure (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify different forms of leisure activities from texts on leisure, b) give the meaning of words related to leisure from texts on leisure, c) answer questions on the text read on leisure, d) acknowledge the role of leisure activities in social cohesion.	The learner is guided to: <ul style="list-style-type: none"> • take turns to read different texts on leisure as they identify types of leisure activities, • identify vocabulary related to leisure from the texts on leisure, • check the meaning of identified vocabulary from a print or online dictionary or derive their meaning from context, • read a passage on leisure and respond to oral and written questions, • discuss the advantages of different forms of leisure from texts. 	<ol style="list-style-type: none"> 1. Why do we read? 2. Why is it important to have traditional leisure activities?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Digital literacy is achieved as learner’s check the meaning of identified vocabulary from a print or online dictionary. • Self-efficacy is achieved as learners read aloud as they record each other using digital devices. • Learning to learn is developed as learners work collaboratively with others when outlining to each other different forms of leisure activities from the texts read. 				



Values:

- Unity is achieved as learners outline to each other different forms of leisure activities from the texts on leisure.
- Respect is instilled as learners take turns to read different texts on leisure as they identify types of leisure activities.
- Responsibility is inculcated as learners successfully complete tasks while checking up the meaning of identified vocabulary from a print or online dictionary.

Pertinent and Contemporary Issues (PCIs):

- Health Education is addressed as learners discuss the advantages of different forms of leisure from the texts on leisure.
- Active social skills are developed as learners share learnt knowledge while discussing the advantages of different forms of leisure from the text on leisure.

Link to other subjects:

- Kiswahili and German address reading for pleasure.
- Computer Studies address the use of digital devices to surf the internet.
- Life Skills Education and Religious Education expose learners to types of leisure activities.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify different forms of leisure activities from the texts on leisure.	Exhaustively identifies different forms of leisure activities from the texts on leisure.	Identifies different forms of leisure activities from the texts on leisure.	Identifies different forms of leisure activities from the texts on leisure with minimal errors.	Identifies forms of leisure activities from the texts on leisure with major errors.
Ability to give the meanings of words related to leisure.	Comprehensively gives the meanings of words related to leisure.	Gives the meaning of words related to leisure.	Partially gives the meanings of words related to leisure.	Scantly gives the meaning of countable words related to leisure.
Ability to answer questions from the text on leisure.	Explicitly answers questions from the text on leisure.	Answers questions from the text on leisure.	Partly answers questions from the text on leisure.	Answers questions from the text on leisure only with prompting.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.3 Language Structure	10.3.1 Interrogative sentences (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify interrogative sentences from texts on leisure, construct interrogative sentences on leisure, advocate the use of interrogatives sentences in communication. 	The learner is guided to: <ul style="list-style-type: none"> identify interrogative sentences from texts on leisure in pairs, construct interrogative sentences on leisure, respond to questions on interrogatives, engage in small group activities to practise converting statements into interrogatives, source for texts with interrogative sentences from print sources in groups, engage in language games in small groups to fill in the blank spaces with appropriate interrogative sentences. 	<ol style="list-style-type: none"> Which types of sentences do you know? Why is it important to use different types of sentences?
Core Competencies to be Developed: <ul style="list-style-type: none"> Critical thinking and problem solving is enhanced as learners use interpretation and inference skills to construct interrogative sentences on leisure. Learning to learn is developed as learners work collaboratively in pairs to identify and use interrogative sentences from text on leisure. 				
Values: <ul style="list-style-type: none"> Unity is enhanced as learners identify interrogative sentences from texts on leisure in pairs. 				



- Responsibility is achieved as learners respond to questions on interrogatives.

Pertinent and Contemporary Issues (PCIs):

- Critical thinking is enhanced as learners construct interrogative sentences on leisure.
- Social cohesion is developed as learners identify interrogative sentences from texts on leisure in pairs.

Link to other Subjects:

- English and Kiswahili cover the use of interrogative sentences.
- Life Skills Education addresses the concept of leisure.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to Identify interrogative sentences from texts on leisure.	Systematically identifies interrogative sentences from texts on leisure.	Identifies interrogative sentences from texts on leisure.	Partly identifies interrogative sentences from texts on leisure.	Scantily identifies interrogative sentences from texts on leisure.
Ability to construct interrogative sentences on leisure.	Explicitly constructs interrogative sentences on leisure.	Constructs interrogative sentences on leisure.	Constructs interrogative sentences on leisure with minimal errors.	Struggles to construct interrogative sentences on leisure even with assistance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.4 Writing	10.4.1 Imaginative and Creative Writing (2 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> identify the poetic style of poems on traditional leisure events, write simple poems on traditional leisure events, embrace the use of poetry in advocacy of traditional leisure events. 	The learner is guided to: <ul style="list-style-type: none"> read a poem on traditional leisure events, explain the main message in the poem, identify aspects of poetic style such as rhyme, alliteration and repetition in poems on traditional leisure events, create a simple poem about traditional leisure events in small groups, present the simple poem on traditional leisure event to class for peer review, examine the unique language of poetry and compare it with ordinary language. 	<ol style="list-style-type: none"> How do we write different types of poems? Why is poetry important?
<p>Core Competencies to be Developed</p> <ul style="list-style-type: none"> Communication and Collaboration is achieved as learners work in pairs and in groups to write poems. Creativity and Imagination is developed as learners write the poems on traditional leisure events. Critical thinking and problem solving is achieved as learners create their own poems and also identify aspects of style from the poems. Self-efficacy is enhanced as the learners examine the unique language of poetry and compare it with ordinary language. 				



Pertinent contemporary Issues (PCIs):

- Effective communication is realised as learners in pairs present their poems to the class for peer review.
- Creative thinking is developed as learners create simple poems about traditional leisure events.

Link to Other Subjects

- English and Kiswahili address the writing of creative and imaginative compositions.
- Social Studies covers traditional leisure activities.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the poetic style of a poem on traditional leisure events.	Systematically identifies the poetic style of a poem on traditional leisure event.	Identifies the poetic style of a poem on traditional leisure events.	Partially identifies some of the poetic style of a poem on traditional leisure event.	Scantly identifies the poetic style of a poem on traditional leisure events.
Ability to Write simple poems on traditional leisure events.	Creatively writes simple poems on traditional leisure events.	Writes simple poems on traditional leisure events	Writes simple poems on traditional leisure events with minor omissions.	Writes simple poems on traditional leisure events with major omissions.



COMMUNITY SERVICE LEARNING PROJECT

Introduction:

In Grade 8, focus is on making preparations to undertake a CSL activity of their own choice. They will be required to identify a community problem through research, plan and come up with solutions. The preparations will be carried out in groups. Learners will build on CSL knowledge, skills and attitudes acquired during Life Skills Education as well as other subjects.

CSL Skills to be covered:

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



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



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



Values:

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

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem in the community through research	Correctly and precisely identifies a problem in the community through research	Correctly identifies a problem in the community through research	Partially identifies a problem in the community through research	Partially identifies a problem in the community through research with assistance
Ability to plan to solve the identified problem	Accurately and systematically plans to solve the identified problem	Accurately plans to solve the identified problem	Plans to solve the identified problem leaves out some details	With assistance plans to solve the identified problem but leaves out many details
Ability to design solutions to the identified problem	Correctly and elaborately designs solutions to the identified problem	Correctly designs solutions to the identified problem	Partly designs solutions to the identified problem	Partly designs solutions to the identified problem with prompting



APPENDIX 1: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Theme	Strand	Sub Strand	Suggested Non-Formal Activities	Suggested Assessment Methods	Parental Engagement	List Of Resources
Information Communication Technology	1.1 LISTENING AND SPEAKING	1.1.1 Listening for information	Learners practise giving and responding to information in language clubs	Responding to questions, observation during recording activities, notes taken	Learners to practise listening attentively and responding appropriately with peers at home	Audio clips, writing materials, local environment
		1.1.2 Oral presentation	Learners practise oral presentations in language clubs	Observation of learners as they make oral presentations in various forums	Learners to engage in oral presentation activities with peers at home	Digital devices, local environment, online sources
	1.2 READING	1.2.1 Reading comprehension	Learners to engage in reading clubs to practise and enhance their comprehension skills	Observation as learners manipulate digital devices, personal collections of vocabulary	Learners to discuss the use of different ICT gadgets with parents and guardians at home	Recorded clips, selected paragraphs, Grade 8 Course Books, Digital devices



	1.3 LANGUAGE STRUCTURE	1.3.1 Word classes nouns	Learners participate in writing activities in clubs or with their peers	Question/answer, observation, text messages and emails	Learners to share sentences written using nouns with their parents and peers at home	Print and online sources, social media platforms, local environment
	1.4 WRITING	1.4.1 Social writing	Learners practise writing messages and emails with peers	Observation as learners write messages and emails, manipulating phones and online platforms	Learners to write messages on social media with the help of parents and guardians	Writing materials, organisers, print and online sources, social media platforms, phones, digital devices
Unity And Citizenship	2.1 LISTENING AND SPEAKING	2.1.1 Listening for comprehension	Learners to listen to instructions and respond to questions on varied themes in clubs, games and gatherings	Question and answer, observation as they listen for comprehension	Learners to listen and respond to questions at home with peers, parents or guardians	Digital tools e.g. computer, storybooks, picture cards, audio stories, radios, props, costumes
	2.2 READING	2.2.1 Reading for information	Learners to engage in library membership or	Observation as learners use the library, book	Learners participate in reading	Dictionaries, library resources



			book club membership to enhance their reading skills	reports, personal collections of thematic vocabulary	activities/hobbies with parents or guardians at home.	
	2.3 LANGUAGE STRUCTURE	2.3.1 Demonstrative and interrogative pronouns	Learners participate in language club activities	Practice exercises e.g. gap filling, questions and answer	learners to share sentences with their parents and peers at home	Writing materials, course books, print resources, sentence strips, digital sources
	2.4 WRITING	2.4.1 Writing to give information	Learners participate in writing competitions in their clubs and societies	Writing varied texts	Learners practise writing simple texts with peers, parents and guardians at home	Books, pencils, newspaper cuttings, digital resources
Environmental Conservation	3.1 LISTENING AND SPEAKING	3.1.1 Conversational skills	Learners Participate in language club activities with peers in and out of class	Oral questions and aural questions as learners respond to questions on occupations	Learners discuss environmental conservation with their parents and	Audio-visual clips, digital devices.



					guardians at home	
	3.2 READING	3.2 .1 Reading for information	Learners participate in reading clubs and societies	Library use, observation	Learners to discuss ways of conserving the environment with peers and parents or guardians	Libraries materials, digital devices, online resources
	3.3 LANGUAGE STRUCTURE	3.3.1 Word classes Adjectives	Learners participate in language competitions in clubs and societies and in informal set up, engage peers in spelling games in their clubs and societies.	Question/answer, oral exercises, cloze tests, quizzes and competition	Read varied texts with the assistance of their parents/guardians.	Digital devices, word puzzles, local environment
	3.4 WRITING	3.4.1 Creative writing	Learners to participate in writing competitions organised by	Writing activities	Learners read poems they composed to their parents or peers at home	Writing materials, digital devices, online sources, internet, libraries



			their language clubs			
Safety And Security	4.1 LISTENING AND SPEAKING	4.1.1 Listening for information	Learners to engage in language clubs to practise listening skills in and out of school	Questions and answers, observation as they participate in role play about first aid	Learners engage parents and guardians in discussions about safety and first aid	Digital devices, Online platforms, props, local environment
	4.2 READING	4.2.1 Reading for information	Learners to engage in reading club activities to improve reading skills	Role play, observation, question and answer	Learners share information and experiences on safety and security with peers, parents and guardians in the community	Digital devices, level readers, selected online texts, Grade 8 Course Book, libraries
	4.3 LANGUAGE STRUCTURE	4.3.1 Verbs: Inflection for tenses	Learners practise using different language structures in language clubs in and out of school	Grammar practice exercises, observation, question and answer	Learners to share sentences with peers and parents at home	Digital devices, selected texts, Activities in grade 8 course book, Local environment



	4.4 WRITING	4.4.1 Writing to give information	Learners participate in writing competitions in their clubs and societies	Observation of written summaries	Learners read summaries to their parents at home	Writing materials, digital devices, online sources libraries
Culture	5.1 LISTENING AND SPEAKING	5.1.1 Listening for pleasure	Participate in language games and activities in their language clubs in and out of school	Observation of learner participation in activities	Learners to discuss cultural conversation with parents and guardians at home	Collections of proverbs and wise sayings, word games, pre-recorded audio clips, digital devices, recording devices
	5.2 READING	5.2.1 Reading for information	Participate in reading activities of the reading club in and out of school	Asking and answering questions, observation of learners' participation in reading clubs	Learners practise reading for information with their peers at home	Digital resources, online resources, Grade 8 course book, libraries, newspapers and magazines
	5.3 LANGUAGE STRUCTURE	5.3.1 Interjections	Participate in language games	Observation, question and answer,	Learners to discuss cultural language use	Digital resources, a collection of



			during language club activities	practice exercises	with parents and guardians at home	practice exercises, Grade 8 course book, online resources, local environment
	5.4 WRITING	5.4.1 Creative writing	Participate in creative writing competitions through the writing clubs	Observing learners' portfolios of written poems on culture	Learners to share the poems with parents and guardians at home	Libraries; digital resources, local environment
Trade	6.1 LISTENING AND SPEAKING	6.1.1 Self-expression	Participate in language games and activities in the clubs and community	Observation of learner participation in language activities	Learners to discuss cultural trade with parents and guardians at home	Props and costumes for role play, pre-recorded audio clips, digital devices, recording devices
	6.2 READING	6.2.1 Reading comprehension	Participate in reading activities of the reading club in and out of school	Asking and answering questions, reading aloud in turns	Learners to learn about trends in trade in their community	Digital devices, online resources, Grade 8 course book



					from parents and guardians	
	6.3 LANGUAGE STRUCTURE	6.3.1 Word classes Adverbs	Participate in language games during language club activities	Question and answer, practice exercises - sentence formation using adverbs, gap filling, identifying adverbs in paragraphs	Learners to discuss trade activities in the community with parents and guardians at home	Digital resources, a collection of practice exercises, Grade 8 course book, Online resources, libraries
	6.4 WRITING	6.4.1 Writing to give information	Participate in writing competitions in writing clubs	Written exercises, short compositions, portfolios	Learners to discuss issues of integrity in business with parents and guardians at home	Books, pens online sources, digital devices
CAREERS	7.1 LISTENING AND SPEAKING	7.1.1 Presentation skills	Participate in activities of debate in and out of school	Responding to questions orally, manipulating online sources, checklist on presentation skills	Learners to discuss careers with parents and guardians at home	Online sources, print sources, pre-recorded audio clips, digital devices



	7.2 READING	7.2.1 Reading for information	Participate in reading activities in reading club in and out of school	Answering questions in writing, observation, using the dictionary, practice exercises, inferring the meaning of words in context	Learners to discuss careers in their community with parents and guardians	Digital resources, a collection of audio clips on careers, online resources, libraries local environment
	7.3 LANGUAGE STRUCTURE	7.3.1 Phrases and clauses	Participate in digital or oral language games during language club activities participate in identifying various careers in virtual chat rooms	Observation, question and answer, practice exercises	Learners to discuss characteristics and work ethics of different careers with parents and guardians at home.	Digital resources, Grade 8 course book, online resources
	7.4 WRITING	7.4.1 Writing to give information	Participate in a writing competition	Practice exercises: identifying topical	Learners to discuss their personal interests with	Writing tools, online resources digital devices,



			through the writing clubs.	paragraphs in texts, checklist, rearranging sentences to form a coherent paragraph, short compositions to discuss personal interests, portfolios	parents and guardians at home	libraries
Indigenous Knowledge	8.1 LISTENING AND SPEAKING	8.1.1 Story telling	Participate in storytelling sessions in their language clubs in and out of school	Observation of learner participation in activities: telling stories creatively, audibility, coherence, fluency, teamwork in story telling sessions; Discussions about character traits of animals in fables	Learners to engage in story telling sessions with peers, parents and guardians at home	Collections of fables, pre-recorded audio clips, digital devices, recording devices, resource persons



	8.2 READING	8.2.1 Intensive reading	Participate in activities of the reading club in and out of school	Asking and answering questions about indigenous knowledge, observation, reading aloud in turns, discussing characters in narratives they have read	Learners to discuss indigenous knowledge with parents and guardians	Digital resources, a collection of narratives, online resources, Grade 8 course book, libraries
	8.3 LANGUAGE STRUCTURE	8.3.1 Sentences	Participate in language games during language club activities	Question and answer Practice exercises: Constructing sentences Identifying sentences in direct and indirect speech from texts Converting sentences	Learners to share sentences with parents and peers at home.	Digital resources, a collection of practice exercises, Grade 8 course book; online resources



	8.4 WRITING	8.4.1 Writing to give information (ogre stories)	Participate in writing competitions in and out of school	Written exercises such as rearranging sentences to make a coherent paragraph, writing ogre narratives, portfolios	Learners to discuss cultural language use with parents and guardians at home	Local environment, libraries, online resources
Health And Nutrition	9.1 LISTENING AND SPEAKING	9.1.1 Presentation skills	Participate in activities that involve making presentations in language clubs in and out of school	Observation of learner participation in activities, discussing different types of food	Learners to discuss traditional cooking methods with parents and guardians at home	Pre-recorded audio clips, digital devices, recording devices, resource persons
	9.2 READING	9.2.1 Reading for information	Participate in activities of the reading club in and out of school	Asking and answering questions, reading newspaper articles and making notes,	Learners to discuss cultural foods with parents and guardians	Digital resources, a collection of poems about traditional nutrition, online resources,



				compiling a personal collection of thematic vocabulary		Grade 8 course book
	9.3 LANGUAGE STRUCTURE	9.3.1 Sentences	Participate in language games related to types of sentences, in club activities in and out of school	Question and answer Practice exercises: Identifying simple and complex sentences	Learners to share simple and complex sentences with peers	Digital resources, a collection of practice exercises, Grade 8 course book, online resources
	9.4 WRITING	9.4.1 social writing	Participate in writing club activities in and out of school, to improve their writing skills	Practice exercises: outlining components of an email, emails about traditional food preparation or preservation methods, portfolios	Learners to share emails with parents and peers at home	Writing tools, online sources, print sources, digital devices
Leisure	10.1 LISTENING	5.1.1 Listening for pleasure	Participate in language club	Observation of learner	Learners to discuss traditional word	Pre-recorded audio clips, digital devices,



	AND SPEAKING		activities in and out of school.	participation in activities	games with parents, guardians and peers at home	recording devices
	10.2 READING	10.2.1 Reading for pleasure	Participate in reading activities of the reading club in and out of school	Asking and answering questions, observing learners read varied texts for pleasure	Learners practise further reading with their peers at home.	Digital resources, online resources, Grade 8 course book, libraries
	10.3 LANGUAGE STRUCTURE	10.3.1 sentences	Participate in language games during language club activities	Question and answer, Practice exercises: identifying sentences from texts, constructing sentences	Play an interrogative language game in groups with peers at home	Digital resources; a collection of practice exercises, Grade 8 course book, online resources
	10.4 WRITING	10.4.1 Imaginative and creative writing	Participate in creative writing competitions through the writing clubs.	Observing learners portfolios of poems	Learners to share the poems with peers at home	Writing tools, digital devices, local environment

